



2024-2025 Charter School Program Grant (Subchapter C & D, Cycle 2)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, September 09, 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: November 01, 2024 - September 30, 2025 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): []

1. Applicant Information

Name of organization Driscoll ISD

Campus name Bright Scholar Corpus C. CDN 178905 Vendor ID [] ESC 2 UEI 042614800

Address 315 W. Dragon St City Driscoll ZIP 78351 Phone 361-387-7349

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

Secondary Contact Lynn Landenberger Email llandenberger@driscollisd.us Phone 361-387-7349

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- [x] Grant application, guidelines, and instructions [x] Debarment and Suspension Certification
[x] General Provisions and Assurances [x] Lobbying Certification
[x] Application-Specific Provisions and Assurances [x] ESSA Provisions and Assurances requirements

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

Phone 361-387-7349 Signature [Signature] Date 09/09/2024

Grant Writer Name Christi Martin Signature Christi Martin Digitally signed by Christi Martin Date: 2024.09.08 17:02:42 -05'00' Date 09/08/2024

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

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

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
50% of eligible students in the Corpus Christi community did not attend PK, highlighting a critical gap in early childhood education. Research confirms the long-term benefits of high-quality PK, especially for economically disadvantaged (eco. dis.) students.	Public School Partners (PSP) will operate Prekindergarten (PK), Kindergarten (K), and First Grade (G1) programs at three childcare centers serving a high percentage of eco. dis. students. By offering accessible, high-quality PK, K and G1 education within these childcare centers, PSP expects to boost enrollment, reduce absenteeism, and enhance student readiness for elementary success.
Only 15% of eligible Corpus Christi students who did not attend PK were Kindergarten-ready upon enrollment, compared to 28% statewide, reflecting a 13% readiness gap.	The PSP model boosts PK enrollment and attendance while enabling childcare centers to provide high-quality reading materials, rich contextual and visual vocabulary support, and high-dosage tutoring by PSP teachers and trained childcare staff during before/after school programs and summer session.
The percentage of economically disadvantaged elementary students in Corpus Christi who met grade level or above on STAAR in all subjects was on average 10 points lower than the state average.	Increasing the number of students who benefit from high-quality PK and K plus aligned before/after-school learning will better prepare students in the region for success in elementary school. This benefit will be augmented for those students who continue enrollment at the school through G1.

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 09/30/25, 85% of participating PK students below benchmark in Rapid Vocabulary Naming on the beginning-of-year (BOY) CIRCLE assessment, 85% of K students who were below benchmark in Rapid Letter Naming fluency on the BOY mCLASS assessment, and 85% of rising G1 students who are below benchmark in Letter Sounds on the BOY mCLASS will meet or exceed the respective benchmarks. The charter school will launch until August 2025, but because the school will serve students in childcare centers PSP is able to offer summer learning programs at each center. PSP will administer baseline CIRCLE/mCLASS assessments for students without prior assessment data. These summer goals were selected because they are fundamental to achieving full proficiency in the school year.

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 1/31/25, at least 3 neighborhood events will be held to meet with families and gather feedback about school design.	By 11/30/25, leadership team will evaluate feedback received at events to date and begin refining program design.
2.	By 5/1/25, 100% of staff will be hired and professional development needs assessed.	By 4/1/25, 60% of staff will be selected and hired.
3.	By 6/1/25, 90% parents and 100% child care staff will be prepared to use CIRCLE's Out-of-School Activity Resources	By 5/1/25 parents and child care staff participate in the first orientation to out-of-school/summer learning activities.
4.	By 7/2/25, 6 sessions targeting Rapid Vocab. Naming (PK), Letter Naming Fluency (K), and Letter Sounds (1st G) will be completed.	By 6/10/25, all incoming PK and K students without prior assessment data will take the baseline CIRCLE or mCLASS.
5.	By 8/1/25, 100% of students will be enrolled, meeting projected enrollment targets.	By 7/1/25, 70% of additional students required to meet enrollment projections will have been recruited and enrolled.

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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 1/31/2025, 2nd Quarter = 2/01/2025 to 5/01/2025; 3rd Quarter = 5/02/2025 to 7/02/2025 and 4th Quarter = 7/03/2025 to 9/30/2025.

#	Benchmark Used	Goal
1.	Q1: By 12/15/24, 100% of parents of children currently served by the childcare centers will complete data-sharing permission forms.	By 1/31/25, 100% of the childcare centers will share records of children ages 2-6, including child development information, with PSP staff to inform school and summer learning design.
2.	Q2: By 3/1/25, 100% of parents of children at the childcare centers will complete student profile and permission forms for participation in summer learning program.	By 5/1/25, all children at the childcare centers will be registered for the summer program focused on Rapid Vocab. naming (PK), Letter Naming Fluency (K), and Letter Sounds (1st G) .
3.	Q3: By 6/1/25, 85% or more of PK, K, and rising 1st Grade student who were below CIRCLE/mCLASS benchmarks are actively participating in summer learning sessions.	By 7/1/25, 80% of targeted PK, K, and rising 1st Grade students will show growth of 10% or more, thus moving toward benchmark.
4.	Q4: By 8/31/2025, 80% of the targeted PK, K and rising 1st Grade students will show growth of 50% or more, continuing to move closer to benchmark.	By 9/30/25, 85% of PK, K, and rising 1st Grade students who participated in summer learning and were previously below benchmarks will meet their respective benchmarks.
5.		

7. Project Evaluation and Modification

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

Project evaluation data will be systematically collected and analyzed to facilitate continuous improvement and inform necessary program modifications across the following domains:

ACADEMIC ACHIEVEMENT: Formative data used to guide daily instruction will be evaluated in conjunction with summer learning progress measure data and beginning-of-year (BOY) CIRCLE (PK) and mCLASS (K, G1) assessments to enhance predictive accuracy. Teachers will receive support in mastering the effective analysis of assessment data through structured Analysis Meetings. PSP leaders will conduct regular classroom observations to monitor the implementation of instructional adjustments, such as small group instruction and tutoring, as planned in these meetings. Additional formative data sources will include student artifacts, daily observation notes, and CIRCLE Progress Monitoring Family Observation forms, which allow parents to provide insights into their child's development at home. Insights will enable targeted discussions on how the school can best support each child, covering areas such as initiative, curiosity, fine and visual motor skills, speech production, motivation to read, early writing, and more.

TEACHER EFFECTIVENESS: Instructional evaluation will be centered on regular observation and feedback cycles. Observation data will be utilized to establish collaborative goals for improvement during ongoing coaching sessions.

SCHOOL CULTURE: Regular surveys of staff and parents will identify challenges and reinforce effective practices.

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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, Cycle 2) 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.

DRISCOLL ISD: The district's board of trustees has awarded a charter and approved a performance contract that includes specific academic and financial objectives, as well as stipulates consequences for the operator's failure to meet these goals. The district administration will oversee performance and compliance in alignment with TEA's Authorizer Handbook, ensuring that the autonomies delineated in the charter contract are upheld. PSP: PSP is responsible for the daily operations of the campus and retains initial, final, and sole authority over all aspects of staffing, budget management, academic programming, and scheduling. PSP's leadership is highly qualified for these responsibilities. The organization's Chief Executive, Juan Cabrera, is a former superintendent of El Paso ISD. The board is composed of Dr. Richard Carranza, former superintendent of Houston and New York City school districts; Dr. Linda Mora, former Associate Commissioner at TEA and Deputy Superintendent of Northside ISD; and Dr. Mario Torres, Dean of the UTSA College of Education and Human Development. Leadership staff also include Anna David, former Director of Special Populations at Elgin ISD, and Jose Lopez, former Chief of Staff at El Paso ISD. CHILDCARE CENTERS: PSP's contracts with the childcare centers mandate collaboration to offer a comprehensive extended-day learning environment. Center staff will receive instructional and social-emotional learning (SEL) training and will provide educational support under PSP's direction.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA or the school district authorizer), such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved (TEA or the school district authorizer) will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The District has entered into a charter performance contract with the charter operator, Public School Partners (PSP), that establishes the academic and financial performance expectations. Academic expectations are anchored in student achievement on the state's approved assessments: CIRCLE (PK) and mCLASS (K), G1. The contract further defines financial and operational standards. The Agreement can be terminated and the charter revoked if academic, financial, or operational goals are not achieved for three consecutive years. Further, the District may terminate the agreement on the basis of a material breach. PSP will report academic, financial, and operational data to the District in accordance with a reporting calendar agreed to by the parties. The Agreement can be terminated and the charter revoked if academic or financial goals are not achieved for three consecutive years. The District's ELA (Local) policy also provides for probation, at the District's discretion, for failure to meet performance expectations or other violation.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

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

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9. Statutory Requirements (Cont.)

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

The school model has been designed to address the needs of educationally disadvantaged students. Given that a significant proportion of PK students qualify as educationally disadvantaged and that the region in which we operate has high poverty rates, our decision to situate PK, K and G1 programs within childcare centers is informed by several objectives: (1)Integrating High-Quality Learning: By embedding educational experiences within a full-day, full-year schedule (including before/after school and summer programs), PSP aims to leverage the extended time for foundational knowledge and skill development. This approach is intended to bridge the vocabulary gap between low-income and affluent children. (2)Optimizing Instructional Time: Minimizing transitions between before/after school programs will help maximize regular school day instructional time. (3)Increasing Enrollment: Integrating PK programs with trusted childcare partners will facilitate increased enrollment by improving accessibility and building trust with parents. (4)Mitigating Summer Learning Loss: Implementing summer learning series will address educational gaps and prevent summer slide. Further, PSP will focus on training and supporting childcare center staff to facilitate play that supports holistic child development across cognitive, social, physical, and emotional domains.

5. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

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

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

In Fall 2024 and Spring 2025, families will be invited to participate in a series of orientations that will introduce them to the school and the summer learning sessions focusing on literacy skills. PSP will also introduce the CIRCLE Progress Monitoring Family Observation forms, enabling parents to provide valuable insights on their child's development at home. This feedback will facilitate targeted discussions on how the school can best support each child in areas such as initiative, curiosity, fine and visual motor skills, speech production, motivation to read, and early writing. Routine meetings will be scheduled with parents to review student progress, and extended meetings will be held following the administration of CIRCLE and mCLASS assessments to analyze assessment data. Staff will be trained to ensure that parents feel comfortable sharing their thoughts openly. Additionally, anonymous surveys will provide further opportunities for parents and community members to offer feedback. To further engage stakeholders, PSP will host community meetings to evaluate needs and inform decisions regarding the expansion to additional childcare sites preferred by families. All communications will be conducted in both English and Spanish to ensure inclusivity and accessibility.

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9. Statutory Requirements (Cont.)

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

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

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

PSP will undertake two sets of planning activities. The first set consists of standard charter school planning tasks, including gathering parent and community input and developing the following: (1) school calendars, master schedules, staffing structures, and job descriptions, staff and student handbooks, compliance procedures for all special populations, PEIMS reporting procedures, attendance reconciliation plans, criminal background check protocols, instructional material procurement processes, child nutrition program planning, assessment procedures, student information system (Ascender) operations, and campus marketing materials; (2) selection and acquisition of instructional materials, assessments, and evaluation tools; (3) development of staff and student handbooks; and (4) preparation for operational systems such as grade book management. The second set of activities pertains specifically to the unique planning required for the provision of PK, K, and G1 in collaboration with a community-based childcare center. To capitalize on the benefits of this model, PSP will collaborate with a legal team to ensure compliance with three sets of regulations: TEA regulations governing PK, K and G1; Texas Workforce Commission regulations related to childcare subsidy funding and its applicability to school-day services; and Health & Human Services requirements concerning childcare licensing in school-day settings.

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 will consist of one-time training sessions covering key areas, including special education compliance protocols, bilingual education compliance processes, PEIMS reporting procedures, attendance reconciliation strategies, criminal background check protocols, instructional material procurement procedures, child nutrition program planning, assessment protocols, Ascender system operations, academic progress reporting procedures, and financial reporting requirements.

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9. Statutory Requirements (Cont.)

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

The innovative school model developed by PSP strategically integrates two key funding sources: (1) traditional public education funding streams, including the Foundation School Program, local property tax revenues, and federal Title funding, and (2) funding from the Texas Workforce Commission that supports high-quality childcare for low-income students. This financial structure supports the facility as well as before/after school and summer programming, allowing for extended learning opportunities without reallocating resources from core school-day activities. The Texas Legislature has incentivized this approach, referred to as "Pre-K Partnerships," recognizing the benefits of co-locating early public education within childcare centers. This model enhances service delivery for students and families and enables the blending of public education and childcare funds to provide comprehensive, extended-day learning experiences for economically disadvantaged children. Additionally PSP acknowledges the importance of responsible financial management, regular operational reviews, and independent audits to ensure ongoing fiscal accountability.

9. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

No waivers are being sought.

9. Statutory Requirements Subchapter C Applicants ONLY

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

10. Describe the educational program* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. *If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

The PK program will adhere to the requirements of high-quality prekindergarten as outlined in Texas statute and attain Exemplary status according to the Texas Education Agency (TEA) Pre-K Self-Assessment. Similarly, the kindergarten program will achieve Exemplary status through TEA's Early Childhood Program Self-Assessment for Kindergarten as well as the Self-Assessment for G1. These programs will incorporate commissioner-recommended curricula and formative assessments (Frog Street, Amplify, Eureka), employ data-driven instructional practices, enhance teachers' instructional capabilities through continuous coaching and a robust Professional Learning Community (PLC) framework, and actively engage families as partners in the learning process. The school will optimize the learning environment to support children's social and academic readiness for traditional schooling, emphasizing developing foundational skills in mathematics, language, and social interactions for students from economically disadvantaged backgrounds and those with limited English proficiency. Additionally, the school will increase access to high-quality, age-appropriate reading materials in both classroom and home settings and provide family literacy workshops to support reading development at home.

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

11. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

The district will utilize the TEA Authorizer Handbook as a reference for its monitoring activities, with the following key actions planned: (1) Academic Performance: The Chief Innovation Officer (CIO) will review CIRCLE and mCLASS reports three times per year; (2) Special Populations Services and General Compliance: The CIO will conduct on-site reviews of student assessment records, service records, teacher certification records, and criminal background check documentation annually; (3) Schedule: The CIO will review the operator's schedule and calendar by April 15th. As part of the special populations review, the district will assess the academic growth of students with disabilities and emergent bilingual learners. If PSP is found to be non-compliant with contractual obligations, it will be required to submit a corrective action plan, which will be monitored by the district. Continued non-compliance will result in the implementation of consequences as outlined in the district's ELA-Local Policy.

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.

In collaboration with the district's independent auditor, the CIO will review the following annual reports: the Financial Report, the Annual Independent Year-End Audit of the Campus, the Budget, and the Cash Flow Statement. In addition, the CIO will conduct an annual review of the operator's business operations manual and fiscal policies applicable to the district. PSP will engage a qualified independent auditor to conduct the Annual Independent Year-End Audit of the Campus.

13. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS).

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

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

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

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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.

Table with columns: Charter School Type, PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Total. Row: New District-Authorized

Not Applicable - No students will be served during the 2024-2025 school year. [X]

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.

Table with columns: Charter School Type, PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Total. Row: New District-Authorized

Total Staff 18 Total Parents 320 Total Families 105 Total Campuses 1

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.

Table with columns: 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. [X]

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.

Table with columns: #, District Name, Campus Name, 9 Digit CDC Number. Rows 1-6

Not Applicable - No students will be served during the 2024-2025 school year. [X]

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

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9. TEA Program Requirements (Cont.)

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

The charter school's admission and enrollment policy establishes a defined annual admission window with specified opening and closing dates. At the end of this window, if the number of applicants exceeds the available capacity (oversubscription), the school will allocate spaces either through a lottery process. Applicants not selected for an available position will be placed on a waiting list. Students who submit applications after the admission window has closed will either be offered a position if space is available or placed on the waiting list if the school remains oversubscribed.

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.	Project Director	\$16,853
2.	Project Coordinator	\$39,000
3.	Teacher supervisor	\$27,269
4.	Counselor	\$7,291
Payroll Subtotal:		\$90,413

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"/>
Payroll Subtotal:		<input type="text"/>

Planning Professional and Contracted Services

5.	Design/planning/policies	\$140,000
6.	Staff recruitment/PD/onboard.	\$88,130
7.	Compliance procedures	\$55,000
8.	Marketing and recruitment	\$50,000
Professional & Contracted Subtotal:		\$333,130

Implementation Professional and Contracted Services

5.	Compliance training events	\$93,000
6.	One-time start up services	\$204,770
7.	<input type="text"/>	<input type="text"/>
8.	Marketing	\$10,000
Professional & Contracted Subtotal:		\$307,770

Planning Supplies and Materials Costs

9.	Curriculum and materials	\$52,687
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>
Supplies and Materials Subtotal:		\$52,687

Implementation Supplies and Materials Costs

9.	Supp. curric. and materials	\$30,000
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>
Supplies and Materials Subtotal:		\$30,000

Planning Other Operating Costs

12.	Travel to school sites	\$15,000
13.	PD conference travel	\$30,000
14.	<input type="text"/>	<input type="text"/>
Other Operating Costs Subtotal:		\$45,000

Implementation Other Operating Costs

12.	Travel to school sites	\$10,000
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>
Other Operating Costs Subtotal:		\$10,000

Planning Capital Outlay

15.	Technology: C&I, assessment	\$20,000
16.	<input type="text"/>	<input type="text"/>
Capital Outlay Subtotal:		\$20,000

Implementation Capital Outlay

15.	Technology: C&I, assessment	\$11,000
16.	<input type="text"/>	<input type="text"/>
Outlay Subtotal:		\$11,000

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"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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