



2025–2026 Charter School Program Grant (Subchapter C & D, Cycle 2)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, February 03, 2026

NOGA ID

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

Application stamp-in date and time

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

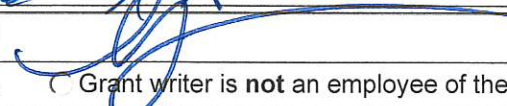
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Students enter below college readiness with credit deficits. CSP funds support diagnostics, individualized plans, and targeted literacy/numeracy instruction for placement and early gains.	Many incoming students test below college readiness benchmarks and lack sufficient credits for on-time graduation. CSP funds will support diagnostic assessments (GED Ready, TABE, TEKS-aligned), development of individualized academic plans, and targeted tutoring for foundational literacy and numeracy to ensure appropriate placement and early academic gains.
Disadvantaged students lack postsecondary pathways. CSP establishes diploma/GED/dual enrollment alignment, advising systems, and partner coordination.	Students are primarily economically disadvantaged youth and opportunity youth with historically limited access to postsecondary pathways integrating high school completion with college credit. CSP funds will establish pathway infrastructure including diploma/GED alignment w/dual enrollment options, student advising,
New campus needs launch resources. CSP supports staffing, professional development, onboarding systems, and data monitoring.	As a new SB 1882 campus charter, BEYOND requires start-up resources for effective launch. CSP funds will support initial staffing, professional development in adult learner pedagogy, student onboarding and case management systems, and data monitoring for enrollment, attendance, and persistence.

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 September 30, 2026, at least 65% of enrolled students at BEYOND will demonstrate measurable academic progress toward high school completion or postsecondary readiness, as evidenced by one or more of the following: growth on diagnostic or interim assessments (e.g., GED Ready, TABE, TEKS-aligned measures); Completion of high school credits or GED test sections; or Progress toward college readiness benchmarks (e.g., TSI diagnostic gains or enrollment readiness). Progress will be measured as documented growth from baseline to post-assessment or milestone completion during the grant period, rather than attainment of a single static benchmark.

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 July 1, 2026, 100% of core positions staffed and trained in BEYOND's model and adult learner supports.	Staffing records; PD logs
2.	By August 15, 2026, 90% of students complete intake assessments with individualized pathway plans on file.	Assessments; success plans
3.	By September 30, 2026, 75% of students demonstrate consistent engagement via attendance and coursework participation.	Attendance; participation data
4.	By September 30, 2026, 50% of eligible students enrolled in college, credential, or workforce pathway.	Enrollment; pathway rosters
5.	By May 15, 2026, data systems implemented to monitor enrollment, attendance, progress, persistence with monthly revi	Dashboards; meeting docs

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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 5/15/2026, 2nd Quarter = 5/16/2026 to 7/01/2026; 3rd Quarter = 7/02/2026 to 8/15/2026; 4th Quarter = 8/16/2026 to 9/30/2026.

#	Benchmark Used	Goal
1.	Student Enrollment & Baseline Assessment (Q1: Grant Start–May 15, 2026)	By May 15, 2026, 85% of projected students enrolled, intake complete, baseline diagnostic data on file (GED Ready, TABE, TEKS).
2.	Individualized Pathway Plans (Q2: May 16–July 1, 2026)	By July 1, 2026, 90% of students have documented pathway plans aligned to diploma, GED, dual enrollment, or credentials.
3.	Early Academic Growth (Q3: July 2–August 15, 2026)	By August 15, 2026, 60% with post-baseline data show growth on assessments, credit accumulation, or GED mastery.
4.	Engagement & Persistence (Q4: August 16–September 30, 2026)	By September 30, 2026, 75% meet campus engagement definition via attendance, participation, and assignment completion.
5.	Postsecondary Readiness Progress (Q4: August 16–September 30, 2026)	By September 30, 2026, 65% demonstrate progress toward completion or readiness (credits, GED subtests, dual enrollment/credential readiness).

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.

BEYOND Adult Dual Enrollment Academy will use a structured, continuous evaluation process to monitor implementation fidelity, student progress, and operational effectiveness throughout the grant period. Campus leadership, in coordination with ISCP staff, will review evaluation data monthly and at the conclusion of each grant quarter and will authorize instructional, operational, or student support modifications as needed. Use of Project Evaluation Data Evaluation will draw on multiple data sources, including: Enrollment, attendance, and persistence data; Baseline and interim academic assessment results; Credit accumulation, GED readiness, and course completion data; Student pathway participation and advising records; and Implementation milestones related to staffing, on boarding, and systems readiness.

These data will be analyzed to assess progress toward quarterly benchmarks and the summative student outcome SMART goal, with findings documented and used to inform instructional, operational, and student support decisions. Program Modification If benchmarks or the summative SMART goal are not met, the campus will implement targeted, data-driven adjustments, including: Root cause analysis using disaggregated data by pathway and student subgroup; Instructional adjustments, such as pacing changes, targeted tutoring, curriculum refinement, or additional staff coaching; Student support enhancements, including increased advising, re-engagement strategies, or supports addressing non-academic barriers; and Operational refinements to intake, scheduling, data monitoring, or partner coordination systems. Sustainability Evaluation findings will also inform long-term sustainability planning. Effective practices will be formalized and embe

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2025–2026 Charter School Program Grant (Subchapter C & D, 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.

Harlandale Independent School District (HISD), as charter authorizer under Texas Education Code Chapter 12, Subchapter C, retains ultimate statutory authority and is responsible for approving and maintaining the campus charter, executing the SB 1882 performance contract, monitoring academic performance and compliance, distributing state and federal funds, and retaining authority to intervene, renew, or revoke the charter; HISD does not manage day-to-day operations beyond authority reserved in the performance contract. The Texas A&M–San Antonio Institute for School and Community Partnerships (ISCP) serves as design, launch, and performance support partner, supporting development of the adult dual enrollment model (diploma, GED, and dual enrollment pathways), assisting with curriculum alignment and instructional frameworks, providing start-up technical assistance, and supporting data-driven continuous improvement in an advisory capacity without assuming responsibility for daily management, personnel supervision, or financial control. Campus leadership manages day-to-day operations and instructional leadership, including implementing the academic program, supervising staff, managing operations and student services, monitoring student progress, and ensuring compliance with district policies and grant requirements.

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.

Quality controls governing BEYOND are formalized through a written SB 1882 performance contract between HISD and the campus charter. The performance contract establishes clear expectations for academic outcomes, financial stewardship, operational compliance, and continuous improvement. Academic performance and student growth are central factors in renewal or revocation decisions. The campus is required to: Participate in the state accountability system to the extent applicable; Monitor and report student performance using state-approved and nationally recognized assessments aligned to the adult dual enrollment model; and Demonstrate measurable improvement in academic growth, high school completion, and progress toward postsecondary readiness. HISD conducts ongoing monitoring through review of academic, financial, and operational data; required reporting aligned to the performance contract; and periodic site visits. When performance concerns are identified, HISD may require corrective action plans, increase monitoring, or implement formal intervention consistent with contract terms and state law.

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.

BEYOND operates with a high degree of autonomy consistent with ESSA Section 4310 and TEC Chapter 12, Subchapter C, and exceeds the flexibility afforded to traditional district campuses. Day-to-day decision-making authority resides with campus leadership. Campus leadership exercises authority over: Selection and implementation of curriculum, instructional materials, and assessment tools; Instructional delivery models, including flexible scheduling, blended learning, and accelerated pathways; and Adjustment of instructional pacing and strategies based on student readiness and performance data. Within the parameters of the performance contract and district policy, the campus has meaningful input into: Allocation of campus resources aligned to academic priorities; Staffing models designed to support adult learners and opportunity youth; and Personnel selection, assignment, and evaluation. Unlike traditional district campuses, BEYOND operates under a performance-based accountability framework in which continued operation is contingent on results rather than compliance with prescriptive district systems.

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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 BEYOND academic program is intentionally designed to improve outcomes for educationally disadvantaged students, including opportunity youth, adult learners, students with disabilities, English learners, and students significantly behind in credit attainment. Key program features include: Pathway-based instruction aligned to diploma, GED, and dual enrollment options; Diagnostic assessment and individualized academic and career pathway planning; Differentiated, small-group, and blended instructional approaches; Integration of academic recovery with college and career readiness; and Embedded advising and progress monitoring to support persistence and engagement.

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.

HISD and campus leadership solicit and consider input from parents, students, and community stakeholders through information sessions, orientation activities, surveys, and engagement with postsecondary and workforce partners. Feedback is documented and considered alongside performance data to inform program refinement and continuous improvement.

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

The campus maintains ongoing engagement through regular communication regarding academic expectations and student supports, accessible meetings and feedback opportunities, and active partnerships with postsecondary, workforce, and community-based organizations. Engagement effectiveness is periodically reviewed and adjusted to improve access and responsiveness.

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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.

Student transportation is provided by HISD through a district-managed service buy-back arrangement. HISD retains responsibility for transportation operations, safety, and compliance. Services are coordinated with campus scheduling and provided equitably, including for students with disabilities. No CSP grant funds will be used to support ongoing transportation services.

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.*

Planning activities include limited planning-phase payroll, contracted design and professional development support, non-consumable supplies, and early outreach. All costs are one-time, allowable under CSP guidelines, and directly tied to start-up.

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.*

Implementation activities include one-time purchases of instructional furniture and technology and continued outreach and enrollment stabilization efforts aligned to projected enrollment and the approved academic model.

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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.

Following the grant period, BEYOND will be funded through Foundation School Program revenue, applicable state and federal funds, and performance-based SB 1882 funding mechanisms. District-provided services through buy-back arrangements reduce long-term operating costs. CSP funds support only one-time start-up expenses and do not create ongoing obligations.

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 federal or state statutory or regulatory waivers are requested. BEYOND will operate within existing legal frameworks while exercising the flexibility inherent to campus charter authorization.

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.

BEYOND provides a secondary education program aligned to TEKS and state graduation requirements, serving high school-aged students and adults through flexible, individualized, and pathway-based instruction.

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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.

Monitoring of Special Populations (9.11): HISD monitors recruitment, enrollment, retention, and services for students with disabilities and English learners.

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.

Financial Audit (9.12): The campus will undergo an annual independent financial audit separate from the district 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).

PEIMS Reporting (9.13): The campus will provide all data required for district PEIMS reporting.

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.

Flow of Funds (9.14): HISD will flow state and federal funds to the campus in a timely and equitable manner.

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9. TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2026–2027.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized											60	50	55	60	225
Total Staff	50		Total Parents	300		Total Families	225		Total Campuses	1					

2. Provide the number of students to be served in 2026 -2027 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized															
Total Staff			Total Parents			Total Families			Total Campuses						

3. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the [All Campuses by Rating](#) link for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			

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

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9. TEA Program Requirements (Cont.)

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

If the number of eligible applications exceeds available seats, BEYOND will implement a random, non-discriminatory lottery in accordance with Texas Education Code, CSP requirements, and applicable federal law. The lottery will be administered by Harlandale Independent School District or its designee and will ensure fairness, transparency, and equal access. Key elements include: Inclusion of all eligible applicants who submit a complete application by the published deadline; Random selection with no weighting or prioritization based on academic performance, disability status, language proficiency, race, ethnicity, gender, or socioeconomic status; and No use of gender-based or otherwise weighted lotteries. Only exemptions permitted by law will apply, including: Students enrolled in the school prior to conversion to a campus charter, if applicable; Siblings of admitted or enrolled students; and Children of campus staff, within allowable limits. No other exemptions will be granted. Applicants not selected will be placed on a waitlist in lottery order. As seats become available, students will be admitted sequentially, and families will be notified promptly with clear enrollment instructions. The waitlist will remain active for the applicable enrollment period. Lottery timelines, procedures, and notification requirements will be communicated publicly through outreach materials and the campus website. HISD will maintain lottery documentation to ensure compliance and oversight.

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.

Table with 2 columns: Group and Barrier. It contains four rows of empty input fields for listing groups and their respective barriers.

11. PNP Equitable Services

X PNP Equitable Services does not apply to this grant.

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Planning Payroll Costs

1.	CEO	\$18,000
2.	CAO	\$20,666
3.	Faculty Liaison	\$14,755
4.	Administrative Asst.	\$4,000

Payroll Subtotal: \$57,421

Planning Professional and Contracted Services

5.	Academic/CCCR Advising	\$41,000
6.	Outreach Recruitment	\$60,000
7.	Noninstruct. staff Stipends	\$25,000
8.	Restore Ed/Adult Ed	\$67,500

Professional & Contracted Subtotal: \$193,500

Planning Supplies and Materials Costs

9.	Non Consumable Instrutional	\$20,000
10.		
11.		

Supplies and Materials Subtotal: \$20,000

Planning Other Operating Costs

12.	Travel	\$12,000
13.		
14.		

Other Operating Costs Subtotal: \$12,000

Planning Capital Outlay

15.	Furniture & Equipment	\$76,700
16.		

Capital Outlay Subtotal: \$76,700

Implementation Payroll Costs

1.	CEO	\$5,623
2.	CAO	\$10,000
3.	Faculty Liaison	\$8,000
4.	Administrative Asst.	\$1,493

Payroll Subtotal: \$25,116

Implementation Professional and Contracted Services

5.	Academic/CCCR Advising	\$20,128
6.	Outreach Recruitment	\$15,000
7.	Noninstruct. Staff Stipends	\$8,000
8.	Restore Ed/Adult Ed	\$30,000

Professional & Contracted Subtotal: \$73,128

Implementation Supplies and Materials Costs

9.	Non Consumable Instructional	\$25,000
10.	Non Consumable Advisory/SEL	\$22,500
11.	Non Consumable Goal Setting	\$37,000

Supplies and Materials Subtotal: \$84,500

Implementation Other Operating Costs

12.	Travel	\$8,100
13.		
14.		

Other Operating Costs Subtotal: \$8,100

Implementation Capital Outlay

15.	Technology	\$149,535
16.	Furniture and Equipment	\$200,000

Outlay Subtotal: \$349,535

TOTAL GRANT AWARD REQUESTED: \$900,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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