



2022-2024 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, March 31, 2022

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 DUNS

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- 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/are not** permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

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
Improve Academic Performance (Reading/Literacy) - New students demographics will be similar to existing students in TBP's high quality schools: 85% Hispanic/Latino, 10% black/African American, 57% LEP, 91% economically disadvantaged, and 82% at risk.	TBP will use leading-edge, data driven educational strategies and curriculum to provide each student with individualized learning while utilizing diagnostic, formative, and summative assessments to monitor progress and drive success. TBP will leverage its long list of non-profit service partners to offer after school enrichment, project based, and social and emotional learning opportunities.
Within 10 miles of the Grand Prairie location are 20 elementary schools rated D or F (TEA 18/19 District Accountability Ratings). This area needs a High Quality Public School for undeserved high need students.	Design and build a new high quality school containing high impact learning environments that promote collaborative learning, support teachers, and increases parental involvement before, during, and after school in activities like "Early Riser Readers" - an opportunity for shared reading with parents.
Mobile instructional furniture (including: seating, tables, desks, library shelving, storage units, carts, podiums, stools, mobile cabinets) to provide flexible configurations for more effective post COVID learning environments.	We will work with a national non-profit called Heart of America (HOA) to leverage their 24 years of experience using data to improve interior design and furniture/equipment selection to create high impact learning environments that nurture a positive culture, supports parents and instructional staff, and ultimately improve student outcomes.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period (7/31/2024), 1) Open a brand new high-quality campus using a firm (preferably non-profit) specializing in the design, procurement, and project management for interior design, furniture procurement, and build-out of high impact learning environments including every classroom. The furnishings will be mobile, flexible, and functional for a variety of instructional uses which may include use by large group/parent meetings, community events, and after school learning/enrichment opportunities for students and their families. 2) Enroll at least 280 students in the first year with at least 25% of them coming from local D and F schools. 3) The first cohort of students will achieve average growth in reading and math equivalent to at least 1.5 years as determined by BOY and EOY performance on the Northwest Evaluation Association Measures of Academic Progress (MAP).

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of October 2023:
 1) This goal will be 100% complete. The new school will be 100% constructed, furnished, and staged as designed by the school architect and the interior design firm that will be used to create the interior design, furniture procurement, and build-out of high impact learning environments including every classroom. The new school will be open and utilized on the first day of school in August 2023.
 2) This goal will be 100% complete. At least 280 students will be enrolled, at least 25% of the 280 will be from local D and F schools, and the new campus will have an ADA that exceeds 95%.
 3) BOY MAP performance data will be collected for every students enrolled in the campus.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of January 2024:

- 1) This goal will be 100% complete. The new school will be 100% constructed, furnished, and staged as designed by the school architect and the interior design firm that will be used to create the interior design, furniture procurement, and build-out of high impact learning environments including every classroom. The new school will be open and utilized on the first day of school in August 2023.
- 2) This goal will be 100% complete. At least 280 students will be enrolled, at least 25% of the 280 will be from local D and F schools, and the new campus will have an ADA that exceeds 95%.
- 3) MOY MAP performance data will be collected for every student enrolled in the campus. Data will reflect that at least 95% of students are on track to average 1.5 years of growth in reading and math by the end of the school year.

Third-Quarter Benchmark

By the end of April 2024:

- 1) This goal will be 100% complete. The new school will be 100% constructed, furnished, and staged as designed by the school architect and the interior design firm that will be used to create the interior design, furniture procurement, and build-out of high impact learning environments including every classroom. The new school will be open and utilized on the first day of school in August 2023.
- 2) This goal will be 100% complete. At least 280 students will be enrolled, at least 25% of the 280 will be from local D and F schools, and the new campus will achieve an ADA exceeding 95%.
- 3) EOY MAP performance data will be collected for every students enrolled in the campus and average learning growth in reading and math will equal 1.5 years or better.

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.

TBP was awarded a CSP grant in 2019 for its High Quality Mesquite campus. TBP utilized the grant to hire Heart of America (HOA). HOA's interior design and the build out that they executed created high impact learning environments in every room that students use. They dedicated a project manager to ensure the goals of the project were all met on time. HOA worked tirelessly during the spring and summer of 2020 (during the peak of the pandemic) to ensure the Mesquite campus was ready for students and staff on the first day of school. The result was something that students, staff, and parents all love, particularly since the furniture is mobile. The results can be seen here (<https://youtu.be/WwhpnX25GSeg>). The results from Mesquite and the promise of something even better for this new campus will make easy work to recruit top tier teaching talent and 280 students for the first cohort. The school building will also serve as the foundation for a solid academic plan to help these new TBP students attain more than one year's worth of core math and reading learning in each of the first few years at this new high quality campus. TBP's district and campus academic staff will use frequent informal and formal assessment data to inform instructional decisions that result in the continued and ambitious academic growth of all students. Data will drive TBP's decisions at the district, campus, classroom, and student level supporting our commitment to measurable and continuous student success. Teachers will be well trained to actively monitor their students' independent practice and address individual and class misconceptions as they occur to help plan for the next lesson. Exit tickets, running records, tracking of sight words, reading levels, student goals, and next steps, data will be used to help to make decisions on individualized instruction. We will devote PD time throughout the year to data analysis and teachers will have daily preparation periods to analyze student work and prepare or adjust lessons to help meet students needs. Teachers will have weekly collaborative PLC time where they can analyze work with others and collaborate on plans to improve students learning. These PLCs will be augmented at each campus with dedicated literacy, math, ESL, and RTI specialists/interventionist, instructional coaches, principal, and assistant principal(s). Collectively, TBP district and campus staff work tirelessly to leverage data and customize instruction to fit the needs of each student.

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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 Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2022–2024 Charter School Program Grant (Subchapter C and 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.
6. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
7. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
8. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
9. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

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8. Statutory/Program Assurances (Cont.)

10. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
11. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
- Maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter, and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.
12. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
13. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
 - annually publish its authorizer policies;
 - submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2022;
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

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.

Trinity Basin Preparatory (TBP) is a charter school authorized by the TEA to operate as a Local Education Agency (LEA). TBP operates as a Texas based non-profit organization providing a network of high quality public charter schools in Texas and it has been successfully doing so since 1999. TBP currently serves 4,200 students in grades PK3 to 8th grade across seven campuses in the DFW Metroplex.

TBP has a well-established Board of Directors, a Superintendent, and a highly educated and experienced executive team. The Superintendent and executive team provide management over all fiscal, academic, and operational functions of the schools while the Board governs the organization and ensures it continues to carry out its mission, remains fiscally responsible, complies with all applicable local, state, and federal laws, and adheres to the charter agreement with the TEA. The Board also provides guidance and sets policies and procedures designed to help ensure TBP continues to successfully provide all TBP students with a high-quality education. TBP has no affiliation with any charter management organization.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA), 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) 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.

TBP strives to continually raise the bar at the district, campus, and classroom level because continuous improvement leads to better student outcomes. TBP campuses were rated "B" by the TEA in the 2018/2019 school year. Although TBP students were not immune to COVID learning loss, TBP academic leadership has worked tirelessly to accelerate student growth in the current year with the goal of getting back to pre-COVID results by the end of the 23/24 school year. TBP's Board receives regular financial and academic reports including the progress that is being made to recoup the COVID learning loss. The 21/22 MOY MAP results show significant improvement over the BOY MAP results and MOY projected STAAR results show meaningful growth over the 20/21 STAAR data.

TBP's most recent Financial Integrity Rating System of Texas (FIRST) score was 100 out of 100.

TBP's Board and Executive Leadership will continue to ensure it is well positioned to meet TEA's expectations and charter renewal requirements.

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.

Trinity Basin Preparatory has been operating as a charter school since it opened the first school location in 1999. The new charter school will operate the same as every other High Quality TBP school. Campus leadership will be responsible for ensuring the new school effectively utilizes TBP's high quality curriculum and resources, staff will provide strong instruction, staff will meet the needs of ALL learners, the culture and environment will adequately support teachers, and most importantly they will actively monitor student progress and make necessary changes to ensure all students are growing at or above expectations. TBP's District leadership will help to ensure the new High Quality campus has the needed support to operate autonomously on a day to day basis while monitoring the campus activities to ensure it follows the same curriculum, policies, procedures, and operating norms. All things academic will be guided by the Chief Academic Officer who reports to TBP's Chief Executive Officer (CEO) and campus budget requirements will be managed and monitored by TBP's Chief Financial Officer who also reports to the CEO.

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9. Statutory Requirements (Cont.)

4. 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.

TBP is always looking for ways to do more for its families. Parents are regularly surveyed to learn about opportunities for improvement and to solicit input for expanding services and desired extra curricular activities for students (i.e.. tutoring, sports, arts, music, after and before school programming, summer learning opportunities, etc.). SurveyMonkey is the tool that TBP uses to quickly and efficiently survey parents. TBP will use SurveyMonkey, in-person meetings, and/or FB Live/ Zoom to engage parents at the new campus. The input from parents will be used to create a short and long-term plan for student extra-curricular activities and support services to help meet various family needs (ESL, GED, food, clothing, healthcare, immigration, etc.). TBP will also engage members of the community primarily via the local neighborhood associations, social media groups, and the Chamber of Commerce. Leveraging these groups will provide information about the specific needs of the broader community and the services that are provided by local non-profits. This will help streamline the process to find additional partnering organizations that will help TBP meet challenging needs of the families attending the new school. TBP also has a long list of existing non-profit partnerships which will help have an immediate positive impact on the families who attend the new school and help support positive learning outcomes for students.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school or high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Planned use of grant funds are for high-impact mobile furniture, learning inspirational fixtures, equipment, and technology set-up and equipment for teachers and students. Utilizing funds to provide better interior design and furnishings will provide students and staff with effective tools to support a high-impact learning environment throughout the new school including all classrooms.

Trinity Basin Preparatory currently has seven High Quality schools serving over 4,200 students. The new High Quality school will eventually add another 900 students in grades PK3 to 8th. During the first year of operation the school will operate at a budget deficit, but that is budgeted within the district's overall spending plan (District Budget). The District Budget is approved annually by the Board and at every meeting the Board reviews year-to-date actual to budget financial statements. By the second year of operation the school will be able to sustain itself financially and, if needed, it will also benefit from additional financial support from the district to help ensure it is achieving all of it's academic goals.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

The parental engagement strategies shown to have the greatest impact on achievement are setting high expectations and shared reading. This is particularly important with our current student body which is majority English Language Learners. The school will be equipped with furnishings that are mobile and conducive to supporting parental engagement opportunities like Early Riser Readers (parent/student reading before school), literacy nights, and other shared reading opportunities during and after school. TBP will also incorporate parental input to deliver relevant enrichment opportunities for parents. We do this by empowering parents with knowledge through TBP's Parent University and by leveraging our partnership with The Concilio. TBP's Parent University offers monthly online and in-person classes covering topics that are popular with parents and/or for which they have expressed interest. The Concilio provides TBP's parents with an optional program called Parents Advocating for Student Excellence (PASE). The PASE program teaches parents about the public school system, how to effectively communicate with teachers and counselors, and promotes learning at home. It is a nine week program that is taught in both English and Spanish (separate classrooms). TBP has hundreds of PASE graduate parents and it has had long standing and positive impact on campus/staff engagement with parents.

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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.

Trinity Basin Preparatory currently has seven locations serving over 4,200 students in grades PK3 to 8th. As a school of choice, parents and/or legal guardians elect to bring their students to and from school. TBP provides transportation during the school day as necessary for things like field trips, but TBP does not currently have plans to provide transportation to and from its schools at this time.

8. 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.

TBP does not anticipate seeking any additional waivers for any Federal, state, or local statutory or regulatory provisions or rules applicable to the new school.

9. Statutory Requirements, Subchapter C Applicants ONLY

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

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

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

10. 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.

TBP is not a Subchapter C Charter School so this is N/A

11. 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.

TBP is not a Subchapter C Charter School so this is N/A

12. 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).

TBP is not a Subchapter C Charter School so this is N/A

13. 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.

TBP is not a Subchapter C Charter School so this is N/A

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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 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized															
Not Applicable - No students will be served during the 2022–2023 school year. <input checked="" 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 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized	80	40	40	40	40		40								280

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

3. Provide the number of students to be served in 2022 -2023 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized															
Not Applicable - No students will be served during the 2022–2023 school year. <input checked="" 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.			
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021–2022 school year. <input checked="" 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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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.

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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.

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:

Professional and Contracted Services

6.	General Contractor - Interior Design, Build, Furnish, Equip, and Stock	\$900,000
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services Subtotal:

Supplies and Materials

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

Supplies and Materials Subtotal:

Other Operating Costs

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

Other Operating Costs Subtotal:

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay Subtotal:

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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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
<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"/>

For TEA Use Only:

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