Texas Education Agency

2019–2020 Charter School Program High Quality Replication Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation **P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

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

Applicant Information

Organization: Great Hearts Texas - Forest Heights | CDN: 015835 | Vendor ID: 1431973126 | ESC: 20 | DUNS: 013312993

Address: 824 Broadway #101 | City: San Antonio | ZIP: 78215 | Phone: 210-888-9475

Primary Contact: Aaron Kindel | Email: aaron.kindel@greatheartstx.org | Phone: 210-888-9475

Secondary Contact: Dejah Behnke | Email: dejah.behnke@greatheartstx.org | Phone: 210-882-0842

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] General Provisions and Assurances
- [x] Application-specific Provisions and Assurances
- [x] Debarment and Suspension Certification
- [x] Lobbying Certification
- [x] ESSA Provisions and Assurances requirements

Authorized Official Name: Aaron Kindel | Title: President/Superintendent

Email: aaron.kindel@greatheartstx.org | Phone: 210-888-9475

Signature: [signature] | Date: 04/05/2019

Grant Writer Name: Susan Athene | Signature: [signature] | Date: 04/05/2019

(•) Grant writer **is** an employee of the applicant organization. ( ) Grant writer is **not** an employee of the applicant organization.

2019-019540

701-19-109-001

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

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
Furniture, fixtures and equipment for new campus, including: desks, tables, chairs, whiteboards, bookcases, shelving and storage for classrooms	Provide funding for the acquisition of such, enabling the school to open fully equipped and ready for the fall 2019 school year, and reducing the amount borrowed for construction of new campus.
Technology for faculty and students, including: computers, document cameras, projectors and mobile computer utility carts	Provide funding for purchase of such to deliver high-quality educational experience for students; provide faculty with support & means to implement lessons most effectively and deliver classroom instruction with dynamic visual media; and provide accessibility, mobility & flexibility to deliver instruction on campus

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.

Students attending Great Hearts Forest Heights will exceed the statewide averages on the 2020 STAAR exam, and the school will achieve the Met Standard Accountability Rating.

By June 30, 2020, 75% of all Great Hearts Forest Heights students will achieve Approaches Grade Level Performance or above on the 2020 STAAR assessment.

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 Quarter 1 (Sept. 2019) MAP tests will be administered to all students to determine baseline academic performance.

Before the start of the school year:

- All students who failed a portion of the STAAR will be identified and targeted for interventions.
- All SPED and ELL students will be identified.

First 2 weeks of school: targeted interventions begin; weekly grade checks begin for all SPED and ELL students; DIBELS assessment conducted.

Teachers will identify other students in their classrooms throughout the year who may need interventions.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of Quarter 2 (December 2019) students identified as not meeting standards will receive targeted interventions as indicated.
- MAP tests results data will be reviewed in October and intervention plans created and implemented for students in need of support.
- All students will take TEKS-aligned interim assessment in October.
- Weekly grade checks for SPED and ELL students continue.

Third-Quarter Benchmark

By the end of Quarter 3 (March 2020) interventions and TEKS-aligned assessments will have been administered. Students who required intervention earlier in the year will show improvement in tested subject areas, ultimately increasing the overall percentage of students achieving "approaches grade level" standard by the end of the academic year.
- MAP and DIBELS tests will be re-administered to all students in January 2020 to determine progress in academic performance. Students who have made sufficient progress will be exited from interventions in second semester.
- Targeted student interventions will continue as needed.
- The third and final TEKS-aligned assessments will be administered by the end of March; interventions will focus on students not passing.

Project Evaluation and Modification

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

At the beginning of each academic year, we review student STAAR data from the previous year to identify areas of academic strengths and weaknesses, and review the Performance-Based Monitoring Analysis System report to identify necessary areas of focus. Interventionists are assigned to work in specific content areas with students, and NWEA MAP testing (twice/year) helps us track progress or identify areas where we need to adjust our focus. In some cases we have targeted subject level instruction in specific sections at a certain grade level on one campus; at other times we have noted areas of broader deficit that needed correction at a district level.

In preparation for the annual STAAR exam administration, student progress is monitored throughout the year and academic growth is measured via interim assessments developed specific to the grade level and subject matter.

We recognize the importance of the information that we have available to us and of using that vital information to help our students improve their academic performance. With the goal of strengthening our data systems and improving system accountability, the Great Hearts Texas Leadership Team added a Sr. Director of Operations last spring. We continue to learn more efficient and effective ways to gather, interpret and respond to data.

In addition, a new position has been added to the Great Hearts Texas CMO team this spring, Executive Director of Instruction, whose primary responsibilities are to: 1) expand and improve professional development for teachers and 2) enhance academic data analysis in order to better identify any deficiencies and areas of focus necessary to strengthen student performance.

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 2019–2020 Charter School Program High-Quality Replication Grant 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 their financial accounting system adheres to the following requirements:

a. accommodates the minimum 15-digit account code mandated by the FASRG;
b. generates information needed for PEIMS reporting; and
c. 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.

☒ 5. 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.

☒ 6. 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.

☒ 7. 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.

☒ 8. **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 SBOE 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.

☐ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:

a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
d. 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. traditional campuses within the district.

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.

☐ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will 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.

☐ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:

a. participate in the Texas Authorizer Leadership Academy (TALA) program;
b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
c. annually publish its authorizer policies;
d. submit its updated 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, 2019;
e. 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
f. 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.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

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.

Great Hearts Texas is a nonprofit network of public charter schools serving students in grades K-12, dedicated to providing high-quality education through our classical, liberal arts curriculum. The 2018-19 school year is our fifth in Texas. GH-TX has grown from serving 566 students in 2014 to over 3,600 at 4 academies now. With high family satisfaction rates, strong academic performance and growing waitlists, we look forward to expanding our program to serve more families.
The Board of GH-TX provides leadership and oversight, and connections and resources to help meet any challenges or needs. It has state-assigned fiduciary responsibilities such as approving the annual budget and policies.
The President/Superintendent is the executive leader of GH-TX business operations and reports to the national GH-America CEO. He is responsible for providing quarterly reports to the board. Two Regional Executive Directors report to the President/Superintendent with whom they set goals for Headmasters. They are primarily responsible for supervision of all Headmasters, and monitor progress/measure outcomes through on-site visits to ensure all schools are operating according to federal and state law and adhering to internal policies and procedures. They make regular, frequent visits to each campus that include classroom observations, one-on-one coaching sessions and monthly group strategy sessions. Headmasters are responsible for the school's day-to-day management.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, 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 TEA and the authorized public chartering agency involved 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 quality controls agreed to between Great Hearts and the TEA are stated in the Performance Agreement submitted March 29, 2019 for Great Hearts Forest Heights, in support of our 2019-2020 Application for High-Quality Campus Designation and 2019-2020 Application for "Other" Waiver: 14 Academic performance objectives to be met by students attending GH Forest Heights. Students will exceed the statewide averages on the 2020 STAAR exam and GH Forest Heights will achieve the Met Standard Accountability Rating.

We understand that the performance of GH Forest Heights in the state's accountability system and impact on student achievement (which may include academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and that TEA and the authorized public chartering agency involved 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.

3. Describe how the autonomy and flexibility granted to the proposed 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 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 autonomy and flexibility granted to GH Forest Heights is consistent with the definition of a charter school in Section 4310. As with all Great Hearts academies, it will have a high degree of autonomy over its budget, operations and personnel decisions. Headmasters oversee teachers, administrative teams and staff in program implementation. They hire, coach and terminate with consultation from the Regional Executive Directors and Human Resources.
GH Forest Heights will be permitted to govern autonomously under the leadership of its Headmaster and Assistant Headmaster(s) in the areas of campus budget, teacher hiring and dismissal, and daily operations.
Great Hearts curriculum is standard in all academies; the consistent application of classical, liberal arts studies is our greatest strength and appeal to families seeking an exceptional, rigorous education for their children. However, our curriculum depends on input from Headmasters, who have flexibility in areas including enrichment and delivery of instruction.

Statutory Requirements

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.

District and campus leaders seek input on Great Hearts programs and service delivery in many ways.
Internally: - Family and faculty surveys are conducted twice/year. Campuses may also conduct their own surveys (e.g., to gauge homework loads). - Headmasters regularly call parents to check in and solicit reflections. - All campuses conduct parent-teacher conferences. - Headmasters conduct regular Coffee with the Headmaster events targeting specific grade-level parents. - Each campus has a Parent Service Organization (PSO); family involvement is encouraged and is essential to GH's success. - Academy Advisory Committees (AAC) have been initiated at each campus as of spring 2019. A volunteer group unique to each academy, each AAC consists of parents from the school community and representatives from school administration and support services staff. Its purpose is to bring together school stakeholders, facilitate communication, foster understanding, build relationships, provide opportunities to discuss and offer input on issues of interest at the school, and support the Headmaster in his/her responsibilities to improve school life.
Externally: - We solicit outside security assessments; have conducted reviews of transcripts from regional service center staff; and host frequent visits and tours from outside school leaders and operators. - Our Campus/District Improvement Plan process requires that we gain feedback and input from a variety of stakeholders.

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

The following activities and expenditures of grant funds are planned to open and prepare for the operation of Great Hearts Forest Heights:
- Completion of Lower School campus - June 2019
- Obtain Certificate of Occupancy - June 2019
- Purchase and install the following by August 2019:
  - Furniture, fixtures and equipment - desks, chairs, tables, lockers, whiteboards, bookcases, shelving, etc.
  - Computer equipment for students and faculty
  - Document cameras and projectors for each classroom
  - Mobile computer utility carts

Great Hearts will maintain financial sustainability after the end of the grant period by/through: 1) State funding based on student enrollment, average daily attendance. A Great Hearts campus becomes sustainable as enrollment and per-pupil funding increases. 2) Fundraising/resource development by our Advancement Team for non-budgeted items such as enrichment, equipment and supplies. 3) Success in other markets - Great Hearts is replicating a very successful and sought-after educational program, as evidenced by our student waitlist (unique waitlist total over 4,300 as of 4/5/19).

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.

Each academy has a Director of Community Engagement, who is the liaison between parents and campus administration and serves as a key public representative for the school, cultivating relationships with faculty, parents, community members and volunteers to effectively convey the Great Hearts mission and build a strong reputation.
In spring 2019, Great Hearts established Academy Advisory Committees (AAC), volunteer groups unique to each academy. Each AAC is made up of parents from the school community and representatives from school administration and support services staff. The purpose of the AAC is to bring together school stakeholders, facilitate communication, foster understanding, build relationships, provide opportunities to discuss and offer input on issues of interest at the school, and to support the Headmaster in his/her responsibilities to improve school life. The AAC offers a forum for stakeholders to communicate their ideas, pose constructive questions, share expertise, provide connections and offer support. Its meetings aim to facilitate conversation and communication across the broader school community. One of the AAC's goals is to support the school administration in its annual responsibility to develop a Campus Improvement Plan.
Our athletic programs succeed with the support and volunteer efforts of parents in many capacities.
Each academy also has a PSO and various volunteer-led special events specific to each campus.

Statutory Requirements

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

Great Hearts locates academies in strategic areas that are convenient and accessible to demographically diverse populations. At GH Forest Heights, we expect that all students will be transported to and from school by parents/guardians or walk. Great Hearts is not currently able to provide transportation to students, as it is cost-prohibitive. Transportation requirements are thoroughly communicated to families during the application, registration and enrollment process.

Great Hearts Texas shall provide transportation when the ARD committee determines that the condition of the student warrants the service, in order for the student to receive the Special Education and related services set forth in the student's Individual Education Plan. Specifically, GH will provide such services through a contracted transportation vendor.

In an effort to find a solution to this ongoing issue, district leadership will continue discussions with VIA Metropolitan Transit, the mass transit agency serving San Antonio/Bexar County, on the feasibility of a partnership to provide affordable public transportation for families who may require assistance.

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.

Great Hearts is not requesting any waivers of any Federal statutory or regulatory provisions for the operation of the Forest Hills campus.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with 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. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable to Great Hearts.

Statutory Requirements

TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):

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. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable to Great Hearts.

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. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable to Great Hearts.

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). Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable to Great Hearts.

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.Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable to Great Hearts.

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 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized	0	84	84	84	84	84	84	84							588
Not Applicable - No students will be served during the 2019–2020 school year. ☐															
Total Staff	66	**Total Parents**			1,165	**Total Families**			372	**Total Campuses**					1

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized	0	84	84	84	84	84	84	84	96						684
Total Staff	77	**Total Parents**			1,355	**Total Families**			439	**Total Campuses**					1

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* 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* link available at https://tea.texas.gov/2018accountability.aspx for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		8	8	8	8	8	8	8							56
Not Applicable - No students will be served during the 2019–2020 school year. ☐															
Total Staff	0	**Total Parents**			136	**Total Families**			44	**Total Campuses**					1

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves 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 available at https://tea.texas.gov/2018accountability.aspx for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	North East	West Avenue Elementary (7 mi)	15-910-115
2.	San Antonio	Beacon Hill Elementary (10 mi)	15-907-106
3.	Northside	Martin Elementary (9 mi)	15-915-189
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. ☐			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.

☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- (●) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ( ) Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

[X] PNP Equitable Services **does not apply** to this grant.

CDN 015835 Vendor ID 1431973126 Amendment # N/A

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.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school	
Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)	$400,000
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	$400,000

PAYROLL COSTS (6100)	BUDGET
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
SUPPLIES AND MATERIALS (6300)	
OTHER OPERATING COSTS (6400)	
CAPITAL OUTLAY (6600)	
Furniture, fixtures, equipment - desks, tables, chairs, whiteboards, bookcases, shelving, storage	$320,000
Technology - computers, document cameras, projectors, mobile utility carts	$80,000
TOTAL BUDGET REQUEST	$400,000