# 2019–2020 Charter School Program High Quality Replication Grant

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

Texas Education Agency

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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4/17/19

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): NA

## Applicant Information

Organization Fort Worth ISD · Como | CDN 220905 | Vendor ID 1-756001613-5 | ESC 11 | DUNS 073177776

Address 1-756001613-5 | City Fort Worth | ZIP 76107 | Phone 817-814-2281

Primary Contact Tracy Marshall | Email tracy.marshall@fwisd.org | Phone 817-814-2281

Secondary Contact Stephanie Pollard | Email stephanie.pollard@fwisd.org | Phone 817-814-2288

## 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 Elsie Schiro | Title Chief Financial Officer

Email tracy.marshall@fwisd.org | Phone 817-814-2281

Signature Elsie J. Schiro | Date 4/17/19

Grant Writer Name Stephanie Pollard | Signature Stephanie Pollard | Date 4/17/19

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



2019-019579

701-19-109-007

## 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 |
|---|---|
| 50.8% of teachers had less than 5 years' teaching experience. Attract and retain teachers and leaders with a demonstrated ability to grow student academic performance in a large, urban school setting. | Recruit teachers using Zero Risk and Principal/Teacher match; Increase number of highly qualified bilingual teachers; Provide recruitment / sign-on incentives Use of T-TESS and T-PESS for evaluation; Instructional coaches & new teacher mentors; Relay Teaching Residencies (or similar partner); Implement a Master Teacher track |
| Improve student achievement for all students with a focus on improving literacy rates and math performance (School Performance Framework from C to A) | Student Leadership Curriculum<br>Alternative Scheduling-Extended Day<br>Differentiated instruction<br>Student incentives/rewards |
| Increase opportunities for professional development and sustainable implementation (stakeholder survey) | Professional learning plan per teacher/staff; Extra duty pay for professional development; Restorative Practices & De-Escalation Training (new teachers); Budgeting & Personnel Management training (Administrators); Trust Based Relational Intervention (TBRI); Schoolwide discipline plan aligned to PBIS |

## 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 Fall 2020, FWISD will re-establish the Leadership Academy at Como Elementary as a charter school in partnership with Texas Wesleyan University; the school will serve an expected 462 students and progress toward the goal of improving student outcomes (from C to A on the School Performance Framework).

## 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

Develop, execute, and secure any remaining MOUs, data sharing agreements, and District School Board approvals to ensure timely charter conversation; Draft evaluation instruments, forms, and reporting schedule; Re-assess needs and determine final purchasing needs and acquisition schedule; Begin the RFP and/or bid process to procure necessary equipment, and program materials in compliance with EDGAR purchasing regulations; Instructional Calendar, Start Times & Master Schedule Set; Campus specific teacher recruitment event(s); Update branding and visual marketing campaign; 100% of zero-year teachers assigned a mentor; Schedule Campus-based PD with implementation plans; Schedules for observation, data collection, coaching & adjustment

## Measurable Progress (Cont.)

Second-Quarter Benchmark

Technology updates purchased based on needs assessment;
Campus staffed at 95%;
Develop/launch student incentive/reward program; Baseline reading levels collected; 85% of new teachers have met with mentor;
Campus-based PD continues; Fall learning walks & observations (TTess); Benchmark testing (Reading & Math); 50% of Student leadership curriculum purchased & implemented;
(Re)assess campus needs, outstanding purchase orders and RFP;
Continue to engage advisory council members as necessary (monthly)

Third-Quarter Benchmark

Third-Quarter Benchmark
Campus-based PD continues

• Begin budget closeout, 65% of purchases allocated and received
• Solicit stakeholder feedback regarding campus climate– Students, Parents, Teachers, Admin
• XX% of teachers will show growth of Dimension 2 on TTess Evaluation (Fall to Spring) Percentage TBD based on first administration
• Finalize planning/logistics for summer professional development

## 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.

Program evaluation for the newly developed charter schools will be coordinated through a partnership between Texas Wesleyan University and the Fort Worth ISD Grant Compliance and Monitoring Department.
Program administration meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects to implementing project components. Recommendations and modification will be reported and discussed during all meetings to ensure both formative and summative feedback are provided. The following points of information will be assessed as part of the proposed project: Planning and implementation: Curriculum development and collaboration between partners will be monitored through meeting minutes, agendas, and documentation of curriculum development. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product. Participatory involvement and Professional development activities will be reported quarterly to identify areas of success and challenge. Classroom Observations: Observations will be conducted to determine the extent to which grant activities are being implemented at the classroom level. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of best practices. Feedback will be reported quarterly to the advisory committee as data are available. Staff Focus Groups: Focus groups will be conducted to determine the link between data (student and campus level), its interpretation at the leadership level, and differentiation at the classroom level. These data will provide indicators for other data collections such as surveys. Student Academic Measures: STAAR, benchmark testing data will be collected to assess student academic achievement and growth, respectively.
Surveys: Principal, teacher, and student surveys will be administered to assess perceptions of grant implementation, campus climate, professional development, and engagement. District Data: Student and teacher attendance, teacher experience and credentialing, student discipline referrals, and action steps will be collected and reported quarterly to the advisory committee as data is available.

## 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.

The Texas Wesleyan University board will serve as the governing board for this school. Texas Wesleyan University is an independent, non-profit institution. Texas Wesleyan University will operate as an independent contractor to the district and be responsible for delivering services in alignment with the expected performance targets and with the autonomies outlined in the performance agreement. Fort Worth ISD will serve as the fiscal agent and will have the authority to revoke the agreement should the contractor not deliver services in alignment with the agreement. The relationship between the district and partner are described in Article IV (p.3-4) of the attached performance agreement, as well as pages 30-32 of the attached Local Campus Partner application. In addition, Article VI and VIII (p.5-7) in the performance agreement addresses the governing structures and governing board. "TXWES will operate as an independent contractor to the District and will be responsible for delivering the services required by this Agreement." 4.04: "The Partner's (TXWES) governing body and any individual or body delegated authority by Partner consistent with applicable law shall remain independent of the District." P.31 LCPA: "The leadership staff at TXWES, including the Dean of the School of Education, the Provost, and the President will provide oversight for the Innovative Schools Initiative (ISI). Recommendations from the ISI Advisory Board will first be vetted by the TXWES board for consideration."

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 performance agreement indicates that improvement of student outcomes is the primary purpose of the agreement (see Agreement, p 2) and specifies that partner is responsible for achieving student performance goals. These goals are listed in Agreement Addendum 3, and Addendum 4 addresses the consequences of not meeting the specific student outcome improvements. Addendum 4 states that campus performance results "will determine whether the charter will be placed on probation, revoked and/or renewed on a 3-year cycle." §16.04 "FWISD may terminate this Agreement or unilaterally alter Addendum 5 to remove one or more Schools from the list of schools operated by Partner if any of the schools operated by Partner under this Agreement is placed in one of the lowest two categories of school improvement for three or more consecutive years in which it is operated by Partner or one or more schools fails to substantially achieve the student outcome goals specified in Addendum 3 after the third year of Schools' operation under this Agreement."

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 relationship between the district and partner are described in Article IV of the attached performance agreement. Fort Worth ISD will serve as the fiscal agent for the school, while Texas Wesleyan will be responsible for operating the schools in alignment with the expected performance targets and with the autonomies outlined in the performance agreement. These include autonomy over hiring and supervision, meetings and professional development, operating hours, curriculum, academic plan, as well as authority to determine the budget and select service providers and enter into service agreements. For more details about autonomies for operating the schools, please see the attached Performance Agreement, as well as Addendum 1 and 8. Autonomies within the Academic Plan can be found in Article X in the performance agreement.
In contrast, traditional district schools must comply with district procedures for school calendar, curriculum, and operations. They are also expected to comply with mandatory professional development decisions and accept forced staffing placements as necessary during times of transition.

## 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.

We plan to conduct community listening sessions with families, churches and other stakeholders to explain the organizations changes and provide a forum for constructive conversations. Campus staff will participate in community walks to help promote enrollment and active family participation in the life of the schools.
The Innovative Schools Initiative Advisory Board may also consider working with the campuses to form a Family & Community Council (similar to the Campus Council) as a formal channel to elevate community voices and input regarding ongoing school operations.
The grant project also would allow branding for the campus to enhance school marketing through social media, websites, and creating innovative and more robust strategies to reach families and communities. It would help fund the Leadership Track which would allow the campus to specifically identify and develop African American and Hispanic student leaders to serve as voices of change in their communities.

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.

One of the goals of this grant is to provide financial assistance for the implementation of charter schools, to expand the number of high quality charter schools available to students. Grant funds for this campus will enable the following key actions towards this end: (1) Launch student leadership track: Purchase of curriculum and coats for students who have reached standards, as well as other first year implementation costs, will support building opportunities for students to build confidence and develop communication skills. (2) Implement flexible seating: Research indicates that African American students perform better in an environment that provides ample of opportunities for movement during the day, which this seating will allow. (3) Create and implement new branding: Branding to support the new charter campus name is needed to establish and enhance the campus culture. (4) Technology and teaching kit purchases are needed to enhance classroom instruction (5) Professional development and extra duty pay for staff is needed to equip staff with additional skills to carry out high quality instruction and build campus culture. The proposed grants funds are focused on expenses that are start-up in nature. As outlined in Article XII (p. 13-17) of the attached performance agreement, the District will provide all state and federal funds received by the district for which students at the schools are eligible under a student-based budgeting framework, based on average daily attendance. This includes Title I, Foundation School program (FSP) and other funds. We expect these funding sources to be sufficient to operate the school after this grant expires. The Fort Worth community also appreciates strong support from the local philanthropic community.

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.

One of the core components of the Leadership Academy (ACE) model used at this campus is a commitment to build authentic partnership with families and community organizations. Since 2017, these schools have been intentionally cultivating stronger relationships with families, local churches, non-profit partners and volunteers.

In their outreach to families, this school prioritizes meaningful, two-way communication. For example, the elementary campuses have implemented a teacher home visiting program in partnership with the non-profit Stand for Children. This program demonstrates the schools' proactive approach to connecting with families and encourages teachers to conduct the first of two home visits within the first six weeks of school to establish a shared understanding of the hopes and dreams that families have for their student. Laying this relational foundation paves the way for more constructive communication going forward through formats such as parent-teacher conferences, phone and text outreach, and school-based events. In particular, the regular celebrations as part of the "house system" adopted at each campus provide a meaningful opportunity to bring families and other members of the campus community together to recognize student accomplishments and the shared vision of what it means to be a Leadership Academy.

## Statutory Requirements

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

Partnership Performance Contract §12.07, TRANSPORTATION: "The District will continue to provide home-to-school and school-to-home transportation to the School in a manner similar to the way it provides this transportation currently, as long as transportation is a services listed in Addendum 8, or Partner elects to purchase transportation services from the District. In the event that one or more of the Schools operates on a different schedule and/or calendar than other schools in the District, then transportation for extended school days and/or calendar than other schools in the District, then transportation for extended school days and/or extended school year, extra-curricular activities, field trips, and/or transportation of students on days in which the rest of the District is not operating will be addressed as provided in §12.08." §12.08"District will annually publish a service menu and price list for educational and support services other than or in addition to what the District is required to provide under this Agreement. Such services may include but are not limited to professional development and participation of schools in different extra-curricular activities. Both parties will work together to minimize any additional costs, and the District will make every effort to offer services without additional charge to Partner. In any accounting of prices, the cost for the Partner will be the at-cost price for the District."

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.

There are no plans to request waivers.

**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.

The school follows the Accelerated Campus Excellence (ACE model). This school is a neighborhood elementary school, serving Pre-K to 5th grade. Please see details in the attached Partnership application (School Overview and Educational Program, p. 16-29) for more details, as well as Article VIII and Addendum 5 in the attached performance agreement. ACE utilizes effective instruction, additional class tome, and social and academic skill-building, within a culture of high expectations to guide students toward graduation and college readiness. The five components of FWISD Leadership Academies under ACE are:
Effective principals and teachers;
Instructional excellence (First Instruction, Teaching for Mastery, Data-driven planning/PLCs. Professional Individualized Growth Opportunities);
Extended learning (Extra hr each Reading/LA and Math);
Social Emotional Support; and
Parent and community partnerships.

## 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.

The school will adhere to the admissions policies of FWISD (see PApp, Attachment 2). The school will not discriminate in admissions based on sex/gender, national origin, ethnicity, religion, disability, academic ability, athletic ability, or artistic ability. In accordance with the original intent of these schools, we will continue to seek every opportunity to enroll a diverse student body. See PApp, Supplement p. 24-25 for more details. This school currently and will continue to serve – students who need SPED, 504, dyslexia, bilingual/ESL and gifted & talented (GT) programs. This school will continue to adhere to existing FWISD policies and procedures regarding SPED, bilingual education and instruction for GT students. The formal policies are outlined in the FWISD board manual (§EHBA, EHBAA, EHBAB, EHBB and EHBE). These policies encompass relevant state and federal requirements. See more in the PApp. p. 23-24. FWISD will meet with partner on a quarterly basis to measure progress and to determine if data indicates the campus is on track to meet performance targets at year's end.

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.

Partner Performance Contract §12.15: "In addition to any audits required by Applicable Law, Partner shall submit to District, within 180 days following the end of each fiscal year, financial statements audited by an independent certified public accountant. The District shall also retain the right to conduct its own annual audit of Partner as it deems necessary. Partner agrees to comply with all rules, regulations, ordinances, statutes, and other laws, whether local, state, or federal under the Single Audit Act of 1984."

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.

This campus will continue to have access to PEIMS through a service level agreement with Fort Worth ISD per TEC §12.056(b)(2)(A) APPLICABILITY OF TITLE: "A campus or program for which a charter is granted under this subchapter is subject to: (A) the Public Education Information Management System (PEIMS) to the extend necessary to monitor compliance with this subchapter as determined by the commissioner." As the new charter campus is currently a FWISD campus, existing systems are already in place and there will be no interruption to access.

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.

Partner Performance Contract §12.01"The District will allocate to Partner all state and federal funds received by the District for which students at the Schools are eligible under a student-based budgeting framework irrespective of the District's prior allocation practices with specific amounts confirmed through a process as mutually agreed upon annually in writing by the Parties." This includes federal, funds available under TEX §11.17 and all other funds attributable to FWISD students.

## 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District-Authorized | 74 | 66 | 57 | 58 | 61 | 63 | 70 | | | | | | | | 449 |
| **Not Applicable - No students will be served during the 2019–2020 school year.** ☐ | | | | | | | | | | | | | | | |
| **Total Staff** | 32 | **Total Parents** | | | 449 | **Total Families** | | | 330 | **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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District-Authorized | 76 | 68 | 59 | 59 | 63 | 66 | 72 | | | | | | | | 463 |
| **Total Staff** | 32 | **Total Parents** | | | 463 | **Total Families** | | | 330 | **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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District-Authorized | 0 | | | | | | | | | | | | | | 0 |
| **Not Applicable - No students will be served during the 2019–2020 school year.** ☒ | | | | | | | | | | | | | | | |
| **Total Staff** | | **Total Parents** | | | | **Total Families** | | | | **Total Campuses** | | | | | |

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. | NA | | |
| 2. | | | |
| 3. | | | |
| 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 220905 Vendor ID 1-756001613-5 Amendment # NA

## 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 | 0 |
| **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) | $600,000 |
| **Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)** | $600,000 |

| PAYROLL COSTS (6100) | BUDGET |
|---|---|
| Intensive Professional Development for teachers, principals, and APs (Year Round) | $40,000 |
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| | |
| **PROFESSIONAL AND CONTRACTED SERVICES (6200)** | |
| Sustained Campus-wide Professional Development, Partner Contract | $80,000 |
| Consultants for School Branding and Culture | $40,000 |
| Consulting to Build a Leadership Track for Students (Curriculum, Speakers, Materials, etc.) | $100,000 |
| **SUPPLIES AND MATERIALS (6300)** | |
| Flexible seating for classrooms | $100,000 |
| Technology 1:1 student devices, Blended Learning, Interactive Tables | $110,000 |
| Instructional Kits and Materials and Other Start-Up Supplies | $35,000 |
| **OTHER OPERATING COSTS (6400)** | |
| PD Travel for Teachers (Includes Registration) | $15,000 |
| | |
| | |
| **CAPITAL OUTLAY (6600)** | |
| Interactive Tables | $80,000 |
| | |
| **TOTAL BUDGET REQUEST** | $600,000 |

## 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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

| Negotiated/Amended Section<br>**For amendments: Choose the section you wish to amend from the drop down menu.** | Negotiated Change/Amendment<br>**For amendments: 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.** |
|---|---|
| FOR TEA USE ONLY<br>Changes confirmed with _____ on this date _____<br>Via phone/fax/email by TEA staff person _____ | |
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| FOR TEA USE ONLY<br>Changes confirmed with _____ on this date _____<br>Via phone/fax/email by TEA staff person _____ | |