2019–2020 Charter School Program High Quality Replication Grant

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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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: Lubbock Independent School District | CDN: 152901 | Vendor ID: 75-6001989 | ESC: 17 | DUNS: 020333878

Address: 1628 19th Street | City: Lubbock | ZIP: 79401 | Phone: (806)219-0000

Primary Contact: Dr. Kathy Rollo | Email: kathy.rollo@lubbockisd.org | Phone: (806)219-0070

Secondary Contact: Doyle Vogler | Email: doyle.vogler@lubbockisd.org | Phone: (806)219-0081

Certification and Incorporation

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

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

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Dr. Kathy Rollo | Title: Superintendent

Email: kathy.rollo@lubbockisd.org | Phone: (806)219-0070

Signature: Kathy Rollo | Date: 4/18/19

Grant Writer Name: Doyle Vogler | Signature: Doyle Vogler | Date: 4-18-19

◉ Grant writer is an employee of the applicant organization. ○ Grant writer is **not** an employee of the applicant organization.

2019-219598

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
Only 43% of students achieved Approaching Grade Level in the area of Reading.	Teachers will provide explicit, systematic instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency at all grade levels. Students will be formally assessed in these areas monthly to determine progress and provide intervention, extension, or adjust the curriculum.
There was ethnic disproportionality for student suspension rates and severity levels.	Instructional staff will implement instruction on social and emotional awareness, valuing diversity, and problem solving in order to address the social emotional needs of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
Only six out of forty-one teachers are making more than expected progress with students in order to close the achievement gap.	On-going and differentiated professional development will be provided for all staff to ensure they have the skills, support, and guidance to meet the first two needs

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 2020, the overall percentage of students who score "Meets Grade Level" or above will increase from 15% to 24%.

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

100% of students in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.
100% of students in grades 6-8 will be administered a nine week assessment in each of the core content areas that is aligned to accountability standards
100% of core content teachers will participate in Professional Learning Communities for the purpose of developing common formative assessments, analyzing student data, and providing targeted intervention or extension based on the results.
100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum
100% of the staff will be trained in social emotional learning strategies in order to maximize instruction

Measurable Progress (Cont.)

Second-Quarter Benchmark

100% of students in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.
100% of students in grades 6-8 will be administered an eighteen week interim cumulative assessment in each of the core content areas that is aligned to accountability standards.
100% of core content teachers will participate in Professional Learning Communities for the purpose of developing and administering common formative assessments that are administered regularly between nine week assessments, analyzing student data, and providing targeted intervention or extension based on the results.
100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum.

Third-Quarter Benchmark

100% of students in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.
100% of students in grades 6-8 will be administered an twenty-seven week cumulative interim assessment in each of the core content areas that is aligned to accountability standards.
100% of core content teachers will participate in Professional Learning Communities for the purpose of developing and administering common formative assessments that are administered regularly between nine week assessments, analyzing student data, and providing targeted intervention or extension based on the results.
100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum.

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.

A School Performance Framework to measure what is important to the greater LPN community and that clearly demonstrates areas of strength and areas of focus will be developed for the 2019-2020 school year. This framework will align closely with state performance expectations and may include measures such as STAAR growth, interim assessments, discipline and attendance, teacher effectiveness, and stakeholder surveys.
Meaningful information will be gained from careful data analysis, and sound decisions will be based upon a thoughtful process of inquiry and analysis through data meetings. Results from data analysis will be used to create goals and strategies for improvement at network, campus, classroom, and individual student levels. Information must be accessible and useful for educators in order to garner the strongest results.
School-based Instructional Coaches will work with campus PLCs and/or individual teachers based on needs determined by various data points. Focus and priorities will be assessed on an ongoing basis using the following:
Value-added data;
Assessment data;
Curriculum Helpdesk tickets;
Nine-Week data review meetings

Example data analysis framework:
The schools will have the option to maintain the use of current data systems such as Eduphoria-Aware and Dash1 to collect and analyze data. This data will be utilized to develop individual campus professional learning plans based upon identified needs. Data will be communicated with the board and other stakeholders systematically throughout the year to inform both the board and the community of student progress. Principals will coordinate with instructional coaches and other staff to guide teachers in the interpretation of data and ongoing, job-embedded professional learning.

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.

Lubbock ISD is the LEA applicant applying on behalf of a subchapter C charter campus operated by the LPN. It is the role and responsibility of Lubbock ISD to authorize and hold the partner accountable. The roles and responsibilities of the LPN include the day to day management and operations of the campus. The LPN will focus on improving student learning, increasing the choice of learning opportunities within the public-school system, creating professional opportunities that will attract new teachers to the public-school system, establishing a new form of accountability for public schools, and encouraging different and innovative learning methods. The LPN will succeed in meeting academic, financial, operational, and governance standards, thereby meeting both performance and legal compliance expectations for campus charters. It will serve the best interests of the targeted students and community and fulfill the purposes and intent of Texas's charter school law. The LPN has a management committee and an Executive Principal that will oversee and ensure that the network campuses are meeting all administrative and contractual roles and responsibilities of the partnership.

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.

A variety of performance measures will be utilized to determine Dunbar's progress toward achieving the objectives outlined in this application including, but not limited to: State performance expectations such as STAAR, interim assessments, discipline and attendance reports, teacher effectiveness reports such as Value Added, and stakeholder surveys. Through careful data analysis, sound decision will be based upon a thoughtful process of inquiry.
The Lubbock ISD Board of Trustees will revoke the charter if the partner violates the law or fails to meet performance standards. The protocol shall ensure timely notification to parents including assistance in finding new placements: orderly transition or students records to the District; and disposition of campus funds, property, and assets in accordance with law. More regarding revocation and renewal can be found on page 14 of the Texas Partnership Benefits Application. Lubbock ISD and LPN have set out quality controls and performance goals (including annual state accountability letter grades) in the attached performance contract.

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.

Dunbar will be permitted to operate autonomously and have the ability to make decisions about the campus curriculum and academic programming, schedule, calendar, budget and personnel. This grant will allow for budgetary autonomy since additional funding will support the needs outlined in this application. Daily operations will be determined by the leadership on the campus with support of the LPN Management Committee. Other campuses in the district that are not included in the LPN will be expected to follow district policies and guidelines in relation to, but not limited to the areas of curriculum, calendar, budget, and daily operations. As a result, Dunbar will be providing additional curriculum specifically in the areas of literacy and social emotional learning. They will be providing additional professional development for teachers resulting in an altered calendar. The principal, along with the leadership team and the management committee will determine other areas of additional autonomy as they see fit and in the best interest of students.

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.

Community and parent meetings were held in the fall to obtain input regarding differentiated programming for the network campuses. There will continue to be feedback gathered through surveys and face-to-face meetings to determine the effectiveness of the campus. Every student in the attendance zone will be invited to return to their neighborhood school through flyers and home mailings. Public information requests for directory information will be conducted in order to reach out to student who may no longer be attending their neighborhood school. Students are informed about the new partnership schools through television stories and social media. A community picnic will occur the end of May to provide further information to students.

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.

A large majority of the grant funds are simply for start-up costs. So maintaining financial sustainability after the end of the grade period should be relatively easy with per pupil funding allocations and federal funding that is determined by formula. Grant funding will be used to purchase additional curriculum for the purpose of explicit instruction in literacy. Funding will be utilized to provide differentiated professional development for staff in the area of social emotional learning. A social emotional learning curriculum will also be purchased. Grant funding will also be used to address the quantifiable needs by provide furniture and supplies for classes. Lastly, funding will be utilized for a recruiting event to bring together our highest quality teachers for the purpose of interviewing and hiring in the Spring.
If we are able to address our quantifiable needs, this should bring about higher achievement from the students at Dunbar. Students will be learning at an earlier age and that early learning will accelerate progress as students advance. Staff will be trained to meet the social emotional needs of students resulting in students remaining in an instructional setting.

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.

Dunbar administration along with the Title I Parent Contact personnel will create a calendar in order to organize the many community partnerships they already have. Partners will be placed strategically with students in classrooms to ensure student success. They will develop and distribute the Parent and Family Engagement Policy and offer flexible parent involvement meetings in order to meet the needs of their clientele. Dunbar will continue to use social media, specifically Twitter and Facebook, to promote a positive culture. The staff will be trained on how to promote Dunbar.

Statutory Requirements

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

Most students are already receiving transportation services due to the large attendance zone of the campus. Lubbock ISD will continue to provide transportation support for the students attending Dunbar College Preparatory Academy.

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.

The Lubbock Partnership Network has received flexibility from local policies through its performance contract, including but not limited to authority over decisions related to schedule and calendar, staffing and compensation, and budget allocation. The district and partner commit to work together to secure future waivers as necessary and/or the partner may opt out of policies as deemed necessary.

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.

Dunbar College Preparatory Academy serves students from grade 6 through grade 8. All students will meet challenging state student academic achievement standards with the implementation of the following curriculum and instructional practices by:

Implementing and maintaining a curriculum from 6th-8th grade that is aligned with the state standards and provides meaningful learning experiences for students that are rigorous and relevant.

Creating an academic program that will ensure differentiated tier-one instruction for diverse learners within our schools by utilizing culturally-relevant, rigorous, and engaging instructional activities.

Developing an annual professional development plan to support LPN personnel in providing the highest quality instruction for all students by fostering ongoing learning in the areas of social emotional learning and effective instructional strategies.

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.

Per the IDEA, students with disabilities are to be provided with a Free Appropriate Public Education and be educated to the greatest extent appropriate with their non-disabled peers. Per their IEP, students will be provided with specialized instruction that aligns with their IEP goals within the Least Restrictive Environment. Supplementary Aids and Services will be provided to ensure the student has access to their LRE and Extracurricular Activities. If the student is found eligible for related services, those services will be provided at a frequency and duration the ARD committee determines appropriate. Dunbar will offer a full continuum of services. A comprehensive plan for providing services to ELLs, including methods for identification, instructional programming, practices, and strategies will ensure academic success and equitable access to the general education curriculum and academic program for these students. It will be the responsibility of the Innovation Office to ensure that the LPN meets the requirements. See pages 22 and 23 of the Local Campus Partner Application.

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.

The LPN will operate in a financially responsible manner at all times. By relying on district systems in areas such as payroll and procurement services, coordinating frequently with the district's finance department, and aligning with district systems in all relevant areas. The LPN will undergo independent financial and administrative audits. The LPN will annually approve school budgets at public meetings and will post audits as well as all other relevant reports. See pages 36 and 37 of the Local Campus Partner Application.

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.

The campus will continue to participate and provide information to PEIMS as it always has. This will not be a change from previous years.

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.

The allocation of federal funds will be determined by formula pursuant to the performance contract, and those funds associated with the campus would be spent at the direct of the LPN. LPN may either direct those funds to be paid by the district directly (e.g., for campus payroll costs) or invoice Lubbock ISD to have the funds transferred directly to LPN accounts so that those funds to be spent on LPN costs (e.g., Professional Development). Those funds will be available to LPN as they are received by Lubbock ISD.

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								239	234	176					649
Not Applicable - No students will be served during the 2019–2020 school year. ☐															

Total Staff	78	Total Parents	965	Total Families	583	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								260	239	234					733

Total Staff	79	Total Parents	985	Total Families	603	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 for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized								239	234	176					649
Not Applicable - No students will be served during the 2019–2020 school year. ☐															

Total Staff	78	Total Parents	965	Total Families	583	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 for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Lubbock ISD	Dunbar College Preparatory Academy	152-901-063
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 152901 Vendor ID 75-6001989 Amendment #

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	$50,000
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)	$550,000
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	$600,000

PAYROLL COSTS (6100)	BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Publication and printing costs for student and teacher recruitment	$10,000
LPN-Professional Development and Supplies	$518,000

SUPPLIES AND MATERIALS (6300)	

OTHER OPERATING COSTS (6400)	
Travel costs for Executive Principal and Administrative Team	$7,000

CAPITAL OUTLAY (6600)	
Leveled libraries	$15,000
Additional furniture for library and classrooms	$50,000

TOTAL BUDGET REQUEST $600,000