



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

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 - February 28, 2021

☒ Pre-award costs are not permitted.

Required Attachments

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

Amendment Number

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

Applicant Information

Organization **Midland ISD (Bunche)** CDN **165901** Vendor ID **1756002064** ESC **18** DUNS **081085391**
Address **615 W Missouri Ave** City **Midland** ZIP **79701** Phone **432.240.1002**
Primary Contact **Dr. Elise Kail** Email **elise.kail@midlandisd.net** Phone **432.240.1252**
Secondary Contact **Teresa Moore** Email **teresa.moore@midlandisd.net** Phone **432.240.1909**

Certification and Incorporation

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

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

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

Authorized Official Name **Orlando Riddick**

Title **Superintendent**

Email **Orlando.riddick@midlandisd.net**

Phone **432.240.1002**

Signature

Date **04/24/2019**

Grant Writer Name **Elise Kail**

Signature

Date **04/24/2019**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-103** SAS # **423-19**

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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
Attract and retain high-quality teaching talent through job-embedded professional development based on teacher needs and student learning gaps (p. 11 of Charter Application)	The campus leadership team will develop a targeted recruitment and retention plan to acquire high-quality staff and to create an environment where high-quality staff remain at the campus. Job-embedded professional development designed through a thorough analysis of multiple data sources will support improving the delivery of instruction at the campus.
Delivery of Tier 1 Instruction (P. 16-20 of Charter Application)	To strengthen the delivery of Tier 1 Instruction, campus staff will meet on a bi-weekly basis to review student data at PLC meetings to target instructional needs for how teachers can better meet student needs. Additionally, a strong focus on essential standards will enhance the progress of each student's identified needs.
Improvement of culture and climate (p. 11 of Charter Application)	As part of the REACH Network's effort to accelerate student learning, campus culture and climate will be addressed by implementing SEL program on both campuses. Bunche will also develop and implement a plan for how to adopt and incorporate elements of "REACH/Family Time", Goddard's intervention model.

SMART Goal

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

By the end of the 2019-2020 school year, 61% of all Bunche Elementary students will meet or exceed progress on Reading STAAR.

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 the first quarter, the REACH leadership team will work with MISD to identify the positions at Bunche that are at risk of not being filled and create a targeted hiring plan to support identifying high-quality teaching staff to fill vacant roles. The REACH leadership team will also identify an organization to design a staff experience survey to help better understand the drivers behind why teachers are leaving Bunche and determine what changes or incentives could be implemented to create an environment where high-quality staff return to the campus. Additionally, the REACH leadership team will design a plan for how "REACH/Family Time," Goddard's student intervention model, will be adopted, implemented, and evaluated on the Bunche campus. The leadership team will also develop a plan for the implementation of student emotional learning (SEL) program to ensure that teachers receive training on how to build and improve relationships with students, to ultimately improve student outcomes through addressing the "whole child".

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

By the end of the second quarter, the REACH leadership team will collect and utilize staff survey data to codify a plan for how to address professional development needs at the Bunche campus. As part of the survey, staff will share how strongly they believe they have become more empowered to provide quality instruction for their students based on identified needs. PLC meetings will continue to be used to help teachers evaluate informal and formal student data, identify student needs, and implement interventions as needed. Resources will be shared during PLC's to help teachers and staff further improve the delivery of Tier 1 Instruction. Additionally, by the end of the second quarter, the Bunche leadership team will implement the "REACH/Family Time" model and a SEL program. Campus leadership will design and launch student and family surveys to track the success of these initiatives. The school leadership team will also track and analyze other non-academic student data to measure the success of these initiatives.

Third-Quarter Benchmark

By the end of the third quarter, the REACH leadership team will create and share a beginning of the year survey for returning teachers to determine how Year 1 professional development and other efforts attributed to their return. The survey will also capture how professional development has impacted their sense of empowerment over their instructional capacity. Teachers will continue to receive job-embedded professional development to refine and improve the curriculum, and its delivery. The Bunche leadership team will continue to track the success of these efforts via student data such as iStation and STAAR results to quantify improvements. The school leadership team will launch student and family surveys targeting 7th-grade students to determine the success and areas of improvement for the Bunche "REACH/Family Time" model. Areas of success will be identified and used to determine whether changes should be implemented to the "Family Time" model at Goddard JHS.

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.

As part of Bunche's professional development plan, Network staff will ensure that teachers have ongoing training on how to collect, track, and analyze student achievement data. Specifically, the Bunche leadership team will utilize grant funds to create and host professional development sessions during throughout the year, to hone these skills. The professional development sessions will build foundational skills. During biweekly Professional Learning Community (PLC) sessions, Network staff will continue to grow and build on this skill set. During PLC meetings, teachers will share out formal, informal assessment data. Teachers and staff will also collect and track non-academic indicators that will help leadership better understand factors that may impact student academic achievement. To collect this data, the Network will have to develop tools or work with vendors to create student experience surveys to collect data on student mindsets and other factors that may influence student learning.

Additionally, during biweekly PLC sessions, staff will evaluate if the campus is on track towards achieving the school's SMART goal. Each grade level team will be able to determine which students are on track, or off track towards achieving this goal and which students have exceeded this goal. For students that are off track, staff will determine the appropriate intervention. This may include additional small group intervention sessions or individualized supports. If students are on track staff will continue to monitor their progress. For students that have exceeded expectations, staff will develop opportunities to provide them with extension activities to help further grow their skills and provide them with an appropriate level challenge. PLC meetings will also serve as opportunities for the school leadership team to determine if there are school-wide trends that need to be addressed. If staff have identified and implemented interventions and don't see progress towards the SMART goal, the leadership team, in partnership with school staff, will need to determine if there are other factors that may be impacting student learning that are not part of the data collection process and evaluation. This may require the school leadership team to conduct additional teacher and student observations.

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 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) 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 the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), 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 V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant 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. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

As the authorizer, the MISD Board is committing to maintaining high principles for the charter towards the best practices of maintaining high standards, upholding school autonomies, and protecting student and public interests. The MISD Board will be transparent to the community by providing an annual report outlining performance data for the charter school. This report will provide individual school data based on the performance measures outlined in the performance contract. Financial data for the school will also be reported, and all reports will be available on the district website. The Educate Midland Board will continue to operate separately and independently from MISD, the authorizer. The Educate Midland Board will convene regularly to make key decisions and assess school performance including school leader performance. The Board will assess the performance of the Chief Schools Officer to determine that the school is meeting the student performance standards and financial standards outlined in the performance contract with MISD. The Educate Midland Board will be responsible for approving financial decisions for the school and supporting the overall mission and vision of the REACH Network, toward improving overall student outcomes for the campus. The decisions for flexibility for the school's curriculum, calendar, budget, and daily operations will be made based on recommendations from the Chief Schools' Officer who is overseeing the day to day operations of the campus. The REACH Network Chief Schools Officer will maintain an open line of communication with the MISD Office of Transformation to ensure a strong partnership exists between the charter school and the district. The charter school will report to the MISD board on progress towards performance goals on improving student outcomes on an annual basis. Financial goals will also be reported annually.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

Given Bunche's transition from a single campus site to a Network system, this grant application is intended to support Bunche during the first year and a half of operations. As new processes and systems are codified by Network staff in year one, the Network's goal is for both Goddard Junior High School (GJHS) and Bunche to be fully financially sustainable in future years. The current local budget for Bunche will still be applicable in future years to sustain the daily functions of the campus.

In its first year of operation, Bunche will receive the following supports from MISD, the authorizer: Finance, Human Capital, Benefits, Student Services (transfers), Transformation, Communications, Pre-K, Teaching and Learning, Accountability, Skyward, Instructional Materials, Special Education, English Learners, Professional Development /Content Areas, Gifted and Talented.

In future years, MISD will create a menu of services. Bunche will have the opportunity to determine if they would prefer to contract services with another entity or continue to use the services provided by MISD.

3. 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.

At this time, no requests for waivers of any federal statutory regular provisions are being requested. MISD is a District of Innovation and all allowable and approved waivers that are in place (or will be in the place in the future) for MISD will also apply to Bunche Elementary (Reach Network).

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

By the end of the 2019-2020 school year, 61% of all Bunche students will meet or exceed progress on Reading STAAR. Attract and retain high-quality teaching talent: One of Bunche's most significant challenges is attracting and retaining high-quality teachers. Bunche will utilize the grant funds to create a multi-pronged teacher recruitment and retention strategy so that each student has access to a high-quality teacher. The leadership team will use grant funds ensure that critical REACH staff has the capacity to work closely with MISD to identify open positions, develop a recruitment strategy, and put a plan in place to help ensure that jobs are filled before the first day of school. The leadership team will also utilize resources to engage with an organization that can help collect quantitative and qualitative data from teachers to determine what are the main drivers that impact Bunche teacher's decisions to leave the school. Using the data from this process, the leadership team will work closely with MISD and community partners to create a set of incentives that will help ensure that teacher concerns and needs are addressed and teacher turnover is significantly reduced, which will ultimately lead to higher student outcomes.

Professional Development: The Bunche leadership team will utilize grant resources to create and implement a high-quality professional development plan for the campus. Professional development will be geared towards ensuring that teachers have the tools and skills to rapidly accelerate student learning.

Improvement of Campus Culture and Climate: As part of the REACH Network's effort to accelerate student learning, campus culture and climate will be addressed by using grant funds to implement a SEL program. Funds will also be used to develop and implement a plan for how to adapt and incorporate elements of "Family Time," Goddard's student intervention model.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act 51413(a)(5) and 51413(e)(1)(B).

Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Per the Individuals with Disabilities Act (IDEA), students with disabilities are to be provided with a Free Appropriate Public Education (FAPE) and educated to the greatest extent appropriate with their peers in general education. Students in the REACH Network with a disability will have access to the same curriculum and extracurricular opportunities as their general education peers and will be supported to meet grade-level expectations on an individual basis. Per their Individual Education Plan (IEP), students will be provided with specialized instruction that aligns with their IEP goals within the Least Restrictive Environment (LRE). The LRE consists of a continuum of placements ranging from least restrictive to most restrictive and ensures that students with disabilities have access to the general education curriculum and any other program that is afforded to their peers.

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The REACH Network schools will be formed by joining two existing schools: Bunche Elementary and Goddard JHS (GJHS). The goal in joining these two schools is to support Bunche Elementary (PK-6) with integrating practices that will accelerate student achievement and form a strong pre-k through eighth grade continuum for the students served by the Bunche and GJHS school communities. Creating a coherent educational experience for students from pre-k through eighth grade can have several advantages, both social-emotional and academic. The transition from middle school can be both academically and socially-emotionally challenging, therefore creating a path from elementary to middle school that engages in the same core academic practices and has similar rituals and routines will ease anxiety and lessen the loss of learning.

Statutory Requirements

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage 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. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The REACH Network schools will be a pre-k through eighth-grade continuum, overseen by the Chief Schools Officer who will supervise two school leaders. The elementary school, Bunche, will be led by one principal, with the pre-k through second-grade band overseen by a partnership between Assistant Principal and Instructional Specialist and a third through sixth-grade band overseen by a partnership between an Assistant Principal and Instructional Specialist. The goal of this structure will be to ensure that each grade band in the school community has a dedicated leadership team.

The Chief Schools Officer will have the flexibility to identify and implement a curriculum that is aligned with the needs of the school. The Chief Schools Officer will also have the ability to identify, create and implement a professional development plan that best meets the needs of Bunche Elementary students and staff. As more needs are identified through an ongoing evaluation process, decisions best impacting student and staff needs will be made for potential changes.

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The governing board of the REACH Network, will assess the overall school performance to determine that the school is meeting the student outcome goals and financial performance goals outlined in the performance contract with MISD (see Addendum A-3 and A-4 of the performance contract). The Transformation Office of MISD will also conduct regular monitoring to ensure that the campuses are serving students equitably and meeting the goals set forth in the performance contract. The grant will allow teachers and staff to receive PD that will significantly improve Tier I Instruction. Teachers along with support from administration, instructional coaches, and counselors will achieve the change. With professional development starting in the summer of 2019, change should be seen in STAAR scores for 2020 and in campus based assessments throughout the year. Progress should also be evident in screeners such as I-station and imagine math.

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

"Family Time" is a practice that began on the Goddard campus and will be extended and tailored to Bunche's needs. "Family Time" is conducted every Monday and provides students the opportunity to connect with an adult, build strong relationships with their "Family" peers, and a dedicated liaison between the school and home to foster parental knowledge and involvement. Family Time also provides a structure to track student progress, identify, needs, and coordinate support. "Families" are comprised of mixed grade level groups of 15 students or less. At Goddard, Family time has resulted in the development of meaningful relationships across stakeholders (e.g. student to student, student to teacher, teacher to family) and has been integral, along with the REACH intervention structures, to increasing student achievement. We will use Family Time as an opportunity to communicate updates to families and receive feedback about the planning, program design and implementation of the charter school.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

The REACH Network will be an in-district charter system consisting of Bunche Elementary and Goddard JHS. There will be no entrance examination requirements and the schools in the Network will not charge tuition. Students within the attendance zones designated for REACH Network schools will have priority to attend those schools. The REACH Network will develop informational handouts with detailed information on enrollment deadlines and procedures and will distribute this information to current and interested families. These materials will be available in English and Spanish. Special outreach efforts will be made to students with disabilities and English Language Learners so that families are aware that these students will have their needs met at REACH Network schools.

Statutory Requirements

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

There are two ways a school can become a campus charter. Schools can complete the "Call for Quality Schools" application process which is a three to four-month annual review process that culminates in the nomination of charter operators and submission of charter operator applications to the board. The second way is via an internal nomination / selection from MISD Leadership where high capacity internal leaders may also be nominated by the MISD Leadership to lead a partnership or innovation campus outside of the Call for Quality Schools process, based on district needs. The REACH Network was selected to become a charter via the internal selection process. The MISD board unanimously approved REACH Network's application On March 25, 2019 to become a charter.

The REACH Network leadership will have budget autonomy which will allow them the flexibility to invest resources in the most critically needed areas. Additionally, REACH leadership will have the flexibility to change the curriculum to better meet the needs of students. The REACH leadership team will also have the flexibility to create and implement professional development opportunities that are tailored to meet the needs of their campus. Finally, the REACH Leadership team will have the ability to focus on building a strategic plan to address specific campus level issues, such as teacher retention. By pairing one of MISD's highest performing JHS with one of the most at-need elementary campuses, continuity of services and a focused design of these services will propel student outcomes forward.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

MISD and the REACH Network have entered into a Performance Contract. The MISD Transformation Office will conduct regular monitoring to ensure that the campuses are serving students equitably and meeting the student outcome goals set forth in the performance contract. There is a three-year renewal period, dependent on the terms of the performance contract. At the conclusion of this period, the district assesses the campuses based on performance on the MISD SPF.

13. 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 separate and apart from the district audit. 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 PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Operating Partner (Educate Midland) is expected to comply with generally accepted fiscal management and accounting principles. If the financial goals are not met, then Operating Partner is required to develop and implement an improvement plan which will be publicly reported to the MISD Board. The District may terminate this agreement if Educate Midland fails to achieve the student outcome or financial goals outlined in the performance contract.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

As per Bunche's performance contract with MISD (Page 17), payments of the per pupil funding allocation will be made in monthly installments on the 1st day of each month during the term, and will spent in accordance with the campus budget at OP's discretion. Payments shall commence on Sept. 1, 2019, unless the State has yet to distribute appropriate funds to the MISD. Bunche will continue to receive federal funds the same way other district campuses currently receive such funds.

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	
Subchapter C	65	113	94	112	97	132	108	112							833	
Not Applicable - No students will be served during the 2019–2020 school year. ☐																
Total Staff	60	Total Parents	1,168	Total Families	685	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	
Subchapter C	65	113	94	112	97	132	108	112							833	
Total Staff	65	Total Parents	1,168	Total Families	685	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	
Subchapter C	2	5	4	5	1	2	5	3							27	
Not Applicable - No students will be served during the 2019–2020 school year. ☐																
Total Staff		Total Parents	49	Total Families	38	Total Campuses										3

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.	Midland ISD	Houston Elementary	165-901-109
2.	Midland ISD	Lamar Elementary	165-901-111
3.	Midland ISD	Travis	165-901-118
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. ☐			

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

☒ PNP Equitable Services **does not apply** to this grant.

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)

\$320,000

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)

\$480,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$800,000

PAYROLL COSTS (6100)**BUDGET**

Recruitment support and staff stipends

\$125,000

Startup funding for director for community engagement, school prep, recruiting staff

\$25,000

Startup funding for Instructional & administrative personnel salaries for initial implementation activities

\$30,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development training for staff

\$170,000

Communications materials and community engagement support

\$25,000

Continued re-design / school planning support (technical assistance)

\$75,000

SUPPLIES AND MATERIALS (6300)

Curriculum and program

\$100,000

Classroom materials

\$50,000

Technology and Software

\$150,000

OTHER OPERATING COSTS (6400)

Learning Visits

\$50,000

CAPITAL OUTLAY (6600)**TOTAL BUDGET REQUEST** \$800,000