



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):

NA

Applicant Information

Organization **Galveston ISD** CDN **084902** Vendor ID **1746000921** ESC **4** DUNS **079397204**
Address **3904 Avenue T** City **Galveston** ZIP **77550** Phone **409-766-5100**
Primary Contact **Kelli Moulton** Email **kellimoulton@gisd.org** Phone **409-766-5121**
Secondary Contact **Annette Scott** Email **AnnetteScott@gisd.org** Phone **409-767-5122**

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Kelli Moulton**

Title **Superintendent**

Email **kellimoulton@gisd.org**

Phone **409-766-5121**

Signature

Kelli Moulton

Date **04/30/2019**

Grant Writer Name **Annette Scott**

Signature

Annette Scott

Date **04/30/2019**

☒ 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**

2019-2021 PCSP Start-Up Grant (Subchapter C)

701-19-103-023

2019-019630

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
Need more high-quality PK4 seats in GISD. In 2017, only 224 students attended GISD PK4 compared to 465 of students who attended GISD Kindergarten in 2018, which reveals that 241, about 50%, students didn't receive any PK4 instruction in 2017-2018.	The Moody Early Childhood Center (MECC) will use grant funds to purchase Frog Street curriculum for their new PK4 classroom that will be added for the 2019-2020 school year to add more high-quality PK4 seats in GISD. This curriculum is aligned with what GISD uses in their PK4 classrooms.
Increased opportunity for students to enter Kindergarten ready to learn - In 2017, only 21.3% of Galveston Island children approaching the doors of the Kindergarten classrooms (see Attachment 5)	MECC will use grant funds to purchase the CIRCLE Progress Monitoring System and Classroom Assessment Forms to ensure that all PK4 students achieve their monthly benchmarks (see Attachment 6) and graduate Kindergarten ready for the 2020-2021 year.
Expand the opportunity for families to engage in their children's education in meaningful and effective partnerships with their child's school. Parents are a child's first teacher and it is critical (See Attachment 5)	MECC intends to use grant funds to expand its already aggressive parent education classes and engagement work with MECC families including a new program aimed at parents who've been recently incarcerated or experienced other forms of trauma.

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 May 2020, 95% of MECC's Pre-K 4 students will achieve 80% or higher according to the end of year CIRCLE Assessment.

Measurable Progress

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

First-Quarter Benchmark

MECC will implement a baseline assessment as students register. Students will be regularly assessed each month with a locally adopted benchmark assessment that aligns to the CIRCLE assessment.

The first benchmark assessment will be given November 2019.

By November 22, 2019, 40% of MECC's PreK4 students will achieve 60% or higher on the locally adopted benchmark assessment.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By January 24, 2020, 60% of MECC's Pre-K 4 students will achieve 75% or higher on the locally adopted benchmark assessment.

Third-Quarter Benchmark

By March 20, 2020, 80% MECC's Pre-K 4 students will achieve 85% or higher on the locally adopted benchmark assessment.

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.

Student Performance Measures for PK4 will determine the effectiveness of the program. Students will be assessed monthly with a Developmental Milestone Checklist Assessment to gauge their acquisition of developmental goals. (See Attachment 6) This assessment is produced by the Children's Learning Institute and directly correlates to the PK4 Guidelines. This information will be inputted into the CIRCLE Progress Monitoring System at the beginning and end of the program year to determine student growth. The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), is a technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This data collection prompts teachers to focus on lessons that target their students' least developed skills. The CIRCLE Progress Monitoring System is on the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments and includes activities that target specific skills based on assessment results and a wide range of reporting features that have demonstrated high reliability and validity in multiple research studies. In addition, students will be assessed by a locally adopted benchmark assessment that will enable teachers to track students' growth and provide the data necessary to provide targeted instruction tailored to each child's individual needs. The Executive Director will meet with the Deputy Executive Director and Education Advocate to analyze the monthly benchmark assessment data to ensure that the teaching strategies are aligned to the program goals. MECC will use this evaluation data to enhance the Frog Street curriculum by developing action plans to address individual student needs and whole class corrective measures to intervene at the student level and improve overall classroom instruction. For example, targeted activities will be developed as well as small group and individualized instruction to be used during student work stations and during enrichment periods. This assessment is also shared with the parents. If a student is significantly below his/her appropriate goals or receives a "red flag" for three months in a row, staff will call the parents to discuss intervention strategies for both school and home. If the deficiencies are significant, the staff will meet with the parents to provide referrals for a formal assessment. (See Attachment 5 for extended response)

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).

The administrative relationship between MECC and GISD is that GISD's Board of Directors is the authorizing agency that holds the charter granted to MECC. MECC's Board of Directors has the sole governing and managing authority over the charter campus. GISD honors and preserves core autonomies crucial to MECC's success including:

- Governing board independence from the GISD;
- Personnel;
- School vision and culture;
- Instructional programming, design, and use of time; and
- Budgeting.

GISD assumes responsibility for holding MECC accountable for their performance. GISD minimizes administrative and compliance burdens on MECC. GISD focuses on holding MECC accountable for outcomes rather than processes. MECC will adhere to all state and federal requirements as outlined in the Texas Education Code and any grant requirements. MECC shall select and manage the School's Campus Chief Operating Officer, Principal, Assistant Principal, and any other role designated as an administrator, who may be employed by the either GISD or MECC. (See Attachment 1 Section 9.01.1 in Performance Agreement)

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.

MECC will continue to operate the school once the grant has expired through a variety of public and private revenue sources, primarily Foundation School Program (FSP) funding for eligible PK3 and PK4 year olds enrolled in the district and attending school at MECC. GISD will retain the necessary FSP Funds and federal funds to pay for the educational and support services that GISD is required to provide (See Attachment 1 Performance Agreement Paragraph 9.02). The amount the district retains for these required services may not exceed the District average cost per student for similar services rendered. Any unused FSP Funds or federal funds would get passed onto MECC to support the sustainable operation of the school. As an 1882 in-district charter, MECC will continue to receive 95% of SB 1882 Funds as long as MECC upholds the terms of their performance agreement with GISD. MECC may also be eligible for federal entitlement grants, such as Title 1. Additionally, MECC receives federal child care subsidies for their students who are eligible through the Texas Workforce Commission and Head Start funding for two classes. MECC applied to be an Early Head Start Grantee in 2018 and is awaiting approval from the US Department of Health and Human Services. MECC receives reimbursements for meals through the Federal Child Nutrition Program. (See Attachment 5 for extended response)

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.

GISD is not requesting any waivers of any federal statutory or regulatory provisions for MECC's operation. GISD has followed The Texas Administrative Code (TAC), 19 TAC § 97.1075(d)(6), which states that their performance contract with MECC must include a contract term stating that the campus is exempt from laws and rules to the fullest extent allowed by TEC, Chapter 12, Subchapter C, and is exempt from all district policies except for laws, rules, and policies that are specifically identified as applicable to the campus in the performance contract. (see Attachment 1 Performance Contract 7.04) Their Performance Agreement also states that they will collaborate in applying for waivers from any restrictions imposed by Applicable Law when it is jointly determined that such waiver would expand opportunities for students enrolled at MECC. If GISD is relieved from compliance from certain state or federal law or regulation through a waiver, adoption, or amendment of a local innovation plan under Chapter 12A, Texas Education Code, MECC is automatically relieved from compliance regardless of whether such relief is addressed in their Performance Agreement. (See Attachment 5 for extended response)

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.

The Texas Public Kindergarten Programs and Kindergarten Readiness Report published through TPEIR analyzes students' entering kindergarten readiness. The state of Texas reported In the 2017-2018 school year, that 47.3% of students entering Kindergarten had the skills needed to be successful, compared to 50.1% of children who attended 80 days or more of PK. (See Attachment 7) In 2017-2018 Galveston ISD reported 403 students were assessed for Kindergarten readiness. Of those students, 21.3% were shown to have the skills needed, which was a 12.1% decrease from the previous school year. In addition, 198 students were assessed for Kindergarten readiness who had attended 80 days or more of PK in 2017-2018, only 27.3% were Kindergarten Ready, a decrease of 15.1% from the prior year. (See Attachment 8) Grant funds will be used for salaries for pre-assessments of students attending, program setup, professional development for teachers and staff, differentiating instruction, administering and utilizing assessment data to drive instruction, supplies, materials and technology for classrooms, progress monitoring and assessment materials, family engagement curriculum and supplies. The Moody Early Childhood Center will use these funds to supplement current revenue by providing additional training, materials, and services not currently offered needed to ensure students' academic success. There will be internal coordination at MECC to ensure that the funds received from the 2019-2021 Public Charter School Program Start-up Grant are coded and used for the purposes laid out in the budget submitted in this application. Any funds received from any other federal programs administered by the U.S. Secretary of Education will receive separate coding and will be allocated for purposes not listed in this grant application.

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 §1413(a)(5) and §1413(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.***

MECC will comply with all state and federal requirements for identification and exceed the required services for these children. District personnel will administer an assessment to determine eligibility. All federal requirements for IDEA will be observed including Admission, Review, and Dismissal (ARD), and Manifestation Determination Review (MDR) meetings. An ARD meeting will be held to determine whether a student is eligible for special education and will develop the Individual Education Program (IEP) for eligible students. Students who qualify for services will be served in the classroom meeting least restrictive requirements, and teachers will be trained on each individual student's specific needs. MECC will partner with the district for specific special services needed by students such as occupational therapy, speech, etc. In the classroom, teachers will utilize differentiated instructional techniques will be used to ensure students learning abilities are appropriately challenged in all areas of their development. Teachers will also implement Response to Intervention (RtI) to help individualize the curriculum. Ongoing monitoring, assessment, and annual reviews will ensure students' success. (See Attachment 1, Local Charter Application Page 10 for more information).

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.

In 2019, MECC will be an infant through PK4 school, and its program is aligned with Texas standards and will increase school readiness rates. MECC will 1. Be a fun, safe, creative learning center for Galveston children from newborn through PK4 2. Prepare children academically (Frog Street Curriculum), emotionally and socially for (Conscious Discipline) Kindergarten 3. Have a highly qualified staff experienced in and committed to the very best early childhood education 4. Welcome families and community partners into the life of the center 5. Give every child a strong foundation to do his or her best in school and in life. (See Attachment 5 for extended response).

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.

According to GISD's ELA Local policy, In accordance with law and the charter performance contract, GISD's Board shall support MECC's authority over the school's day-to-day operations. GISD's Board recognizes MECC's Board as independent and autonomous from GISD's Board and the District, with full authority and accountability for MECC's performance and operations. (See Attachment 1 for GISD's ELA Local Policy). MECC's Board agrees that it is responsible for ensuring that MECC achieves performance goals specified in Addendum A-3 (See Attachment 1) of their Performance Agreement and is obligated to oversee management of the School and intervene as required to ensure that performance goals are achieved. For a full list of MECC and GISD responsibilities see Attachment 1 Performance Agreement "Partner and District Responsibilities." GISD's autonomy and flexibility afforded MECC is greater than that afforded to traditional GISD campuses in that they have the sole authority over the school's curriculum, assessments, calendar, budget, and daily operations whereas final authority over those matters lies at the District level rather than the school level for traditional campuses.

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.

MECC's student outcome performance measures are outlined in Addendum A-3 of their Performance Agreement (see Attachment 1). Measures are as follows: TSDS EC Assessment Baseline of 91.7%, MECC's financial performance, MECC's Parent and Community Engagement. MECC's monthly budgeting and internal auditing structure will ensure it meets its financial goals. Attendance at MECC's family and community engagement events, ADA, and communication will be tracked. MECC will use their monthly goals to monitor CIRCLE assessment information including 1. Rapid Vocabulary Naming. 2. Phonological Awareness Composite results 3. Book and Print Knowledge 4. Story Recall and Comprehension 5. Early Writing Skills 6. Math Composite 7. Science 8. Social-Emotional Behaviors. Ongoing monthly benchmark assessments will be used to track student progress to meet these end of the year CIRCLE percentages.

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

GISD/MECC 11th student outcome measure holds MECC accountable for parent and community engagement. The agreement between MECC and GISD also mandates the creation and operation of a Community Advisory Board, which currently has members including the chair of Pediatrics at UTMB, a professor in early childhood education at the University of Houston/Clear Lake, retired early childhood educators, the director of a local music academy and other highly engaged, and highly qualified individuals. The Advisors meet quarterly and have the express responsibility to review programs and policies and offer expertise. The Center also has a parent advisory board that meets monthly with the Executive Director and Deputy Director to make certain that families have a strong voice in the policies and programs and procedures on the campus. (see Attachment 5 for extended response).

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

MECC is committed to only enrolling students residing in Galveston and maintaining enrollment that closely reflects the socio-economic demographics of the school district. At least 60% of our under three-year olds are and will continue to be receiving scholarship and/or federal childcare subsidies to ensure that lower Income Galveston families can access high quality early education for their children. MECC does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs. MECC implements targeted recruitment and outreach strategies such as distributing flyers to local apartment complexes, physicians' offices, churches, and businesses by the center's Family Advocates. For complete information regarding MECC's community outreach for student recruitment see pages 12-16 in Local Charter Application in Attachment 1 and for extended response see Attachment 5.

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.

A) GISD's general process for approval of campus charter schools is outlined their ELA Local Policy in Attachment 1. MECC was previously a partner with GISD and MECC's President of the Board of Directors, Betty Massey; MECC's Executive Director, Karin Miller; GISD's Superintendent, Kelli Moulton; and GISD's Assistant Superintendent, Annette Scott, began discussions in January of 2018 about possibly strengthening their partnership by serving PK3 year olds and applying to become an in-district charter. These leaders talked at least twice a week over the next several months to negotiate the terms of their partnership performance agreement. During this time, MECC submitted their Local Partnership Application to GISD. MECC's board unanimously approved the in-district charter agreement in May, and GISD's Board unanimously approved MECC as their selected partner and their Performance Agreement on June 20th, 2019. GISD then submitted the 1882 Texas Partnerships Benefit to TEA on June 28th, 2018, and was approved on July 9th, 2018. MECC began operation as a new charter entity in August 2018. B) GISD's Board approved MECC as a campus for which a charter was granted to operate to expand access and quality early childcare to their PK3 year olds in the district. MECC is the sole entity in Galveston that provides full day care for infants through PK with small student to teacher ratios, certified teachers, and district-aligned quality curriculum. C) MECC is different than a regular district campus in that it provides full-day early childcare beginning with infants and is also classified as a childcare center, allowing it to continue to receive federal child care subsidy funding through the Texas Workforce Commission. (See Attachment 5 for extended response)

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.

As according to GISD's ELA Local Policy, The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding charter renewal, revocation, and probation or other interventions.(See Attachment 1 ELA Local - entire GISD Authorizing Policy) (See Attachment 5 for extended response)

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.

As described in full in Attachment 1 of the Performance Agreement, MECC employs an outside audit firm to conduct a full fiscal year audit (fiscal year: 9/1-8/31) and presents that audit to the MECC Finance Committee, then the MECC board of directors and finally submits that audit along with the management letter to the GISD Board of Trustees.

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.

GISD makes payments to MECC for any federal funds designated for the campus in monthly installments on the 15th day of each month and are held by GISD in a designated account for MECC and spent in accordance with the budget and at MECC's direction. This monthly payment plan allows for MECC students to quickly receive the benefit of the services that appropriate federal funds can provide. (See Attachment 1 Performance Agreement for full description)

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	215	0	0	0	0	0	0	0	0	0	0	0	0	0	215	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	35	Total Parents	390	Total Families	260	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	255	0	0	0	0	0	0	0	0	0	0	0	0	0	255	
Total Staff	39	Total Parents	470	Total Families	310	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	
																
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>																
Total Staff		Total Parents		Total Families		Total Campuses										

4. Provide the names and nine-digit county/district/campus numbers of the 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.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

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)

\$60,000

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)

\$330,000

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

\$390,000

PAYROLL COSTS (6100)**BUDGET**

New Staff Pre-Service Training Salaries to meet Minimum Standards

\$15,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Contracted services for classroom prep (program eval, cleaning, moving, technology install)

\$45,000

Professional Training (EC training, DI, CEC, COT, CIRCLE, TPRI/Tejas LEE, financial mgmt, TTESS, SPED)

\$30,000

Student pre-assessment

\$5,000

SUPPLIES AND MATERIALS (6300)

Classroom Materials (classroom and assessment materials)

\$165,000

Technology

\$87,000

Family Engagement/Recruitment

\$5,000

OTHER OPERATING COSTS (6400)

Travel for Professional Development Trainings

\$30,000

Property Insurance for Grant Purchased Equipment

\$8,000

CAPITAL OUTLAY (6600)**TOTAL BUDGET REQUEST** \$390,000