



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 (YWLA)** CDN **165901** Vendor ID **176002064** 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 **432.240.1275**
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):

- | | |
|---|---|
| <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 **Orlando Riddick**

Title **Superintendent**

Email **orlando.riddick@midlandisd.net**

Phone **432.240.1909**

Signature

Date

Grant Writer Name **Dr. 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**

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

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2019-110560

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
Technology Equipment, Resources, and Training for Instructors, Staff, and Students for STEM -based School Model	The leadership team will use grant resources to fund the purchase of STEM-related equipment and technology, including but not limited to chromebooks, materials for robotics programs, and lab equipment. This funding will also support trainings for instructors, staff and students on the usage of this equipment.
Identification and Purchase of College-Prep and Leadership Curriculum for Advisory	The school leadership team will leverage grant resources to conduct research, select and purchase curriculum for the daily advisory blocks focused specifically on the college preparatory and leadership development aspects that are key tenets of the YWLA model.
Implementation of High-Quality Professional Development	The school leadership team will leverage grant resources to develop weekly professional development opportunities during a professional development block that support instructors and staff with curriculum development, approaches to all-women's education and development of STEM case studies.

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, 60% of students at YWLA will meet or exceed progress on the STAAR reading and math assessments.

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 YWLA leadership team will conduct a training on STEM-related technology and equipment usage for school staff and instructors as part of summer professional development and will purchase Chromebooks for all of the enrolled 200 students. Once students receive their Chromebooks, they will receive training on lab equipment during their core STEM classes. During this period, the YWLA leadership team will conduct at minimum 10 days of professional development for instructors and staff and the leadership team will identify and purchase key curriculum materials.

To assess student progress towards the annual goal, instructional staff will conduct universal screeners for reading and math at each grade level and will use that information as baseline data for the school year. After conducting these assessments, the instructional staff will continue to conduct formative assessments to assess students' progress.

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

By the end of the second quarter, all students will conduct a set of labs as outlined in their core STEM classes and will incorporate the use of their Chromebooks into every core class. During this period, all advisory leaders will implement the advisory curriculum focused on college-prep and leadership development on a daily basis and teachers and staff will have engaged in weekly professional development on curriculum development, approaches to all-women's education and development of STEM case studies.

YWLA will use campus based assessments and other assessments to measure student progress and goals. Teachers will work collaboratively to create the assessments and data will be measured by the administrative team and students that experience academic challenges will be included in intervention to help close achievement gaps.

Third-Quarter Benchmark

By the end of the third quarter, the robotics program will launch and students will conduct final lab assessments in their classes. By the end of this period, all students will engage in a summative project on their learnings regarding the advisory program on college-prep and leadership development and teachers will have the opportunity to provide targeted feedback on the advisory curriculum. The YWLA teachers and staff will also have the opportunity to identify additional areas of professional development in the 2020-2021 school year.

During this time, teachers will conduct an end of the year universal screener in reading and math and will track progress from small group instruction, exit tickets and projects to provide targeted preparation for students ahead of the STAAR reading and math assessments.

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.

YWLA of Midland is dedicated to meeting students where they are academically and filling academic gaps while providing rigorous learning experiences.

To determine whether modification of the program is needed, the YWLA leadership team, staff, and teachers will employ a robust PLC process for content development and cross-curricular review so that the YWLA team is continuously assessing and modifying the program to address student needs. The review of data will be built into campus meetings and this review will inform the focus of PLC discussions, individual teacher support, and whole staff professional development. Individualized or small group intervention will be implemented after the administration CFA at the conclusion of cycle of learning. The principal of YWLA in conjunction with appointed district staff will monitor goals on a quarterly base and work with staff to implement program modifications as needed.

To assess whether modification is needed regarding the summative SMART goal, internal assessments will be given at the end of each learning cycle. This data will then be used to engage in reteach, if necessary, followed by re-assessment of essential standards. Eduphoria will be the main system to disaggregate all campus CFA data. All CFAs and campus benchmarks will be entered into Eduphoria so that teachers can easily run assessment reports by state standard, by class, or by student.

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).

Midland Independent School District is the charter authorizer. MISD entered into a partnership with Young Women's Preparatory Network (YWPB), a Texas non-profit corporation "Operating Partner" to operate Young Women's Leadership Academy beginning on June 1, 2019.

The Young Women's Preparatory Network board will serve as the governing board for YWLA. YWPB is an independent 501c(3) organization incorporated in the State of Texas. The YWLA board will continue to operate separately and independently from Midland ISD, the authorizer.

The YWLA principal 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 toward performance goals on improving student outcomes on an annual basis. Financial goals will also be reported on an annual basis.

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.

This grant application is specifically designed to support the initial year of operation given the limited enrollment in the initial set of grades at YWLA. However, as YWLA continues to expand its grade bands, the YWLA team anticipates that the school will be completely sustainable without the need for outside funding support for operations. At full capacity, YWLA will enroll students in grades 6 through 12 and will have a fully self-sufficient operations team. Operational costs and financial planning is outlined in the financial plan workbook and financial narrative.

To that end, in its first year of operation, YWLA will receive the following supports from the authorizer, Midland ISD - 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. Following the first year of operation, MISD will create a menu of services. YWLA 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. Midland ISD is a District of Innovation and all allowable and approved waivers that are in place (or will be in place in the future) for Midland ISD will also apply to YWLA.

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 supporting the YWLA staff, teachers and students with the implementation of a robust technology program and supporting the implementation of high-quality professional development focused on curriculum development, the grant funds will help YWLA to achieve the SMART goal of having 60% of students at YWLA meeting or exceeding progress on the STAAR reading and math assessments by the end of the 2019-2020 school year. These funds will be used to ensure that all startup needs are met for the first year.

Technology Equipment, Resources, and Training: This grant will ensure that students have the opportunity to complete an innovative set of labs, ensuring that all students have the opportunity to develop key STEM skills as work on their math and reading skills.

Identification and Purchase of College-Prep and Leadership Curriculum for Advisory: Grant funds will be used to purchase a robust college-prepare and leadership development curriculum that supports the socio-emotional growth of all YWLA students. This holistic student support will foster academic growth in the classroom and progress toward the SMART goal.

Implementation of High-Quality Professional Development: The grant funds will enable the YWLA leadership team to implement PLCs and whole school professional development, ensuring that teachers and staff have the training to implement the STEM curriculum and regularly assess progress toward the SMART goal through internal assessments.

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.***

Based on district data, the YWLA leadership team anticipate that approximately 6.5% of the YWLA student population will require special education services. Per IDEA, students with disabilities are to be provided with a Free Appropriate Public Education (FAPE) and educated to greatest extent appropriate with their non-disabled peers. 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 non-disabled peers. When considering LRE, the Admission, Review, and Dismissal (ARD) committee will consider a continuum of placements that range from least restrictive (general education classroom) to most restrictive (hospital/homebound) as per 34 CFR §300.115. To review the educational needs of each English Language Learner (ELL) who qualifies for SPED services, the ARD committee shall collaborate with the Language Proficiency Assessment Committee (LPAC).

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 Young Women's Leadership Academy (YWLA) is a Midland ISD school of choice focusing on college preparatory academics, leadership development through community service, and health & wellness. YWLA will open in the fall of 2019 and serve girls in grades 6 and 7 in year one and eventually expanding to a 6th-12th grade campus. YWLA is a partnership between Midland ISD and Young Women's Preparatory Network. This unique partnership will allow students to engage in a rigorous academic program and participate in educational enhancement experiences with a college-bound emphasis, enrichment classes, and extended-year summer learning projects that enhance the college preparatory curriculum. Science, mathematics, engineering and technology (STEM) will receive special emphasis in this program. YWLA offers Pre-Advanced Placement courses to students beginning in sixth grade in English Language Arts, Mathematics, Science and Social Studies.

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 Young Women's Preparatory Network board will serve as the governing board for YWLA. YWPN is an independent 501c(3) organization incorporated in the State of Texas. The YWLA board will continue to operate separately and independently from Midland ISD, the authorizer. The Chief Operating Officer, on behalf of the Board, will assess the performance of the YWLA principal as well as the overall school performance to determine that the school is meeting the student performance standards and financial standards outlined in the performance contract.

YWLA will have autonomy in the following areas: operational autonomy, governing structure and board, budgetary authority, grade levels, schedule, attendance at MISD meetings (except those needed toward meeting state and federal compliance reporting), employee status and staffing procedures, curriculum, educational plan and selection of instructional materials.

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 Chief Operating Officer, on behalf of the Board, will assess the performance of the YWLA principal as well as 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 Midland ISD (see Addendum A-3 and A-4 of the performance contract and page 24 of the application). The Transformation Office of Midland ISD will also conduct regular monitoring to ensure that the campuses are serving students equitably and meeting the goals set forth in the performance contract. As a result of this grant project, the YWLA team will engage in weekly professional development starting in August 2019, at the beginning of the school year.

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

YWLA will be the first of its type in the Midland area, therefore providing young women in the Midland area with a unique educational opportunity; an education that is particularly important in an area where STEM informs many careers. This need for a model like YWLA became apparent through a school interest survey and a "Listen and Learn" tour with community members. During that tour, families shared that they would be interested in a school that serves young women, particularly those from low-income backgrounds. This past year, the YWLA leadership team conducted parent meetings on February 21 and March 4 and scheduled student group meetings through the month of March with a special emphasis on focus and priority schools. As the YWLA leadership team continues to engage in the planning and implementation process, the staff will continue to engage with students, parents and community members. Specifically, in May the YWLA team will hold a new student orientation and an introduction to the summer bridge program.

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

YWLA will also prioritize and conduct targeted recruiting efforts in the neighborhoods of Priority and Focus schools. The following forms of communication, in addition to in-person meetings will be used: mail-outs, emails, posts to MISD website, media release, social media, information posted at focus and priority campuses. The elementary school counselors will also be utilized to make sure that students have access to the application materials. Materials were distributed strategically to students across the district from focus and priority campuses first, ensuring that high need students are aware of the opportunity to apply to the YWLA campus.

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. YWLA was selected to become a charter via the Call for Quality Schools. The MISD board unanimously approved YWLA's application on March 25, 2019 to become a charter.

YWLA will be the first school of its type in the Midland area, therefore providing young women in the Midland area with an educational opportunity unlike any of the other models currently offered by the educational community in Midland. YWLA students will have the opportunity to experience a challenging college-preparatory curriculum in a unique, single-gender learning environment. Thus, the grant funds will be employed to leverage a high-quality model that will serve a unique role in the Midland area.

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.

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 which measures PK-12 data at campuses across the district.

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.

YWLA is wholly committed to fiscal transparency for all staff and school community members. On an annual basis, YWLA will engage the services of a certified auditor, as outlined in the Annual Financial and Compliance Report developed by TEA. Once assessed by the auditor, YWLA will submit the Annual Financial and Compliance Report to TEA along with all the required documentation and data to TEA.

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.

Payments of the funding allocation set forth in the performance contract (reference pg. 18) shall be made in monthly installments on the 15th day of each month during the term, commencing on July 15, 2019 and shall be held by the District in a designated account for the Schools and spent in accordance with the budget and at OP's direction. Payments shall be issued on an average monthly basis, over 11 equal periods, provided that the 11th payment may be withheld by the District.

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	0	0	0	0	0	0	0	100	100	0	0	0	0	0	200
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	14	Total Parents		395	Total Families		200	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	0	0	0	0	0	0	0	100	100	100	0	0	0	0	300
Total Staff	14	Total Parents		595	Total Families		300	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								7	7						14
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	0	Total Parents		28	Total Families		14	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	Travis Elementary	165-901-118
2.	Midland ISD	Scharbauer Elementary	165-901-125
3.	Midland ISD	Lamar Elementary	165-901-111
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input 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 <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

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) \$420,000

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) \$380,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$800,000

PAYROLL COSTS (6100)

BUDGET

Recruitment Support	\$125,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development training for staff for STEM program	\$100,000
On-site instructional process coaching	\$20,000
Continued re-design / school planning support (technical assistance)	\$75,000

SUPPLIES AND MATERIALS (6300)

Curriculum, School Planning Materials and Library Materials	\$250,000
Communications materials and community engagement support	\$50,000
Technology and Software	\$80,000

OTHER OPERATING COSTS (6400)

Learning Visits (2 years)	\$100,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST \$800,000