



**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

Grant period from

July 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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4/26/19

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 **Marshall Independent School District** CDN **102-902** Vendor ID **1756002010** ESC **7** DUNS **069751378**
Address **1305 E. Pinecrest Drive** City **Marshall** ZIP **75670** Phone **903-927-8700**
Primary Contact **Anika Perkins** Email **perkinsa@marshallisd.com** Phone **903-927-8700**
Secondary Contact **Melinda Jennings** Email **jenningsme@marshallisd.com** Phone **903-937-8700**

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 **Dr. Jerry Gibson**

Title **School Superintendent**

Email **gibsonj@marshallisd.com**

Phone **903-937-8700**

Signature

Date **4-26-19**

Grant Writer Name **Dr. Joanie Y. Hudson**

Signature **Dr. Joanie Y. Hudson**

Digitally signed by Dr. Joanie Y Hudson
Date: 2019.04.23 16:56:23 -0500

Date **04/26/2019**

☒ 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)

2019-019577

701-19-103-004

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
Ensure an increase in the graduation rate in grades (9-12) for at-risk students at or above the state rate (90%) for the following subgroups: Present data: Two or More Races at (66.7%); AA (83.2%); and EL (70%).	Implement an innovative 4 hour flexible class schedule that will allow morning or afternoon classes for working students, parenting students, students who have fallen behind their cohort, and students who desire to graduate early through a self-paced tech. based program 5 days per wk. with alternate make-up times.
Ensure a decrease in the dropout rate to less than 1% in grades (7-12) for the following subgroups: Present data: Two or More Races at (6.1%); AA (2.7%); Special Ed. (3.8%); Eco. Disadvantage (2.7%); and EL (2.4%).	Marshall Early Graduation School (M.E.G.S) will ensure that all students have daily access to a Family Engagement/Social Worker for social and emotional support, minimize absenteeism, and provide home-visits to keep students on track. Mentors will assist with tutoring on required state assessment and soft skills.
Ensure an increase in Approved Industry-Based Certification annual graduates at or above the state rate (2.7%) for the following subgroups: Present data: District (0.0%); AA (0.0%); Hisp. (0.0%) and White (0.0%)	M.E.G.S will ensure that all students complete the technology based program (Edgenuity) with at least one endorsement & complete an Individual Graduation Plan in order to make learning relevant. M.E.G.S will also partner with Texas State Technical College to allow students to acquire certificates or licensing.

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 2/28/2021, 90% of the identified student subgroups (Two or more races, AA, and EL) will achieve graduation status
 By 2/28/2021, 85% of the identified student subgroups (Two or more races, AA, Special Ed., Economically Disadvantaged and English Language Learner (EL) will show a decrease in the student dropout rate less than 1%
 By 2/28/2021, 85% of the identified student subgroups graduates (AA, Hispanics, and White) will show an increase obtaining an approved Industry-Based Certification at or above the state rate of 2.7%

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

Fall Measures of Graduation Progress:

100% of all students will be engaged using Edgenuity Technology Program and Optional Flexible Day Program
 25% of family engagement and public support will be implemented through public meeting events
 35% of enrolled students will seek a certificate or licensing
 35% of all enrolled students will receive home visits
 100% of all students will receive a mentor along with monitoring their individual graduation plan

Measurable Progress (Cont.)**Second-Quarter Benchmark****Winter Measure of Graduation Progress:**

- 100% of all students will continue to be engaged using Edgenuity Technology Program
- 25% of family engagement and public support will be implemented
- 25% of enrolled students will seek a certificate or licensing
- 50% of all students will pass 3 End-of-Course Assessments (English I; English II; US History, Biology &/or Math) and complete a project to meet graduation requirements as determined by an Individual Graduation Committee -Senate Bill 463 or
- 50% of all students will earn 22 credits and one endorsement to graduate.

Third-Quarter Benchmark**Spring and Summer Measure of Graduation Progress:**

- 90% of all identified subgroups will pass 3 End-of-Course Assessments and complete a project to meet graduation requirements as determined by an Individual Graduation Committee -Senate Bill 463 or;
- 85% of all identified subgroups will earn 22 credits, one endorsement to graduate and an individual graduation plan
- 85% of all identified subgroups will show a decrease in the drop-out rate by less than 1%;
- 100% of all students will continue to participate in family engagement activities and receive public support;
- 85% of all students will continue to seek a certificate or licensing with Texas State Technical College; and
- 100% of all students will continue to receive home visits and be engaged in the Edgenuity Technology Program

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.

The principal, M.E.G.S design team, and the school-wide planning team will determine the program efficacy in conjunction with the school counselor and the Family Engagement/Social Worker based on data collected from diagnostic, formative, and summative assessments, and analyses of data from those assessments weekly to ensure alignment with goals and objectives of the program. The need for process changes and updates will be determine by the principal in conjunction with the school-wide planning team through weekly meetings and data reviews to discuss program implementation, staffing, and day to day operations. The principal, design team, and the school-wide planning team will work in collaboration to address and make recommendations for any changes or updates. The team will meet monthly to review program data as it pertains to student performance, attendance, and enrollment. The student information system (PIEMS) will be used to track student enrollment and gather continued information on their enrollment status. The Family Engagement /Social Worker will review parental involvement participation rate, and student participation rate as they pertain to the goals and objectives established for the program. Budget, staffing and program compliance of all expenditures will be reviewed on a monthly basis in order to address any updates or changes and to ensure that the program is on track based on established timelines and to ensure avoidance of supplanting. The principal will meet weekly with teachers for professional development in a Professional Learning Community (PLC) format for discussing data from all program areas and sharing of information that will provide continual improvement in the implementation of the program. The Family Engagement/ Social Worker will work to provide social and emotional support and character education programs to our students in addition to providing parent training sessions. Method of program evaluation: student performance data, parent surveys, attendance records, observations, progress reports, and community and business surveys will be used to track and monitor program success. Monitoring of program implementation will be on-going and all data will be analyzed through monthly and weekly data comparisons as deemed appropriate to determine if modifications are needed. If identified, changes will be adjusted in a written strategic school-wide plan. An external evaluator will also evaluate the program. The principal and the school-wide planning team will adopt the 3R's: review, refine, and renew as a continual monitoring process. Program success will be determined when the desired percentage of graduates is met.

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:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - 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 campus principal will serve as the Chief Operating Officer – The role will include, but is not limited to, selection of personnel, budgeting, purchasing, and designing the instructional program. The principal will oversee daily operations and ensure compliance with local, state and federal guidelines in order to ensure the health, safety, and security of students and employees. Marshall Early Graduation School (M.E.G.S) will adhere to and maintain programs as determined by MISD board policy and procedures outlined by MISD administration.

Facility and Maintenance – MISD property will be initially utilized and maintained by the district. Employment – Will adhere to all district policies, procedures and practices. MISD will provide support in the form of expertise, staffing, resources and support.

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.

Marshall Independent School District will provide support in the form of expertise, staffing, resources and support services. The Marshall ISD Board of Trustees authorized for a district charter to a new district campus (TEC 12.052 and TEC 12.053) and will provide a written statement signed by the superintendent documenting that the Board of Trustees authorizing a district charter to a new campus (See attachment 1D). Local funds will be allocated based upon district funding allocations. Additionally, community partnerships and grant funds will be solicited. The school will utilize the internal coaching model during the period of the grant in order to the develop training and leadership capacity of faculty members. The internal coaches along with the campus administrator will provide training and professional development once the start-up grant has expired. Texas State Technical College will continue to serve as a partner for licensing and certification to make graduation relevant to students.

Start-up funds will be used only to supplement M.E.G.S alternative program. In addition, Marshall ISD will participate in other federal grant programs (i.e. federal Title Grants-as per EDGAR and IDEA-B).

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.

The district would apply for the Optional Flexible School Day Program (OFSDP) to receive an exemption for the number of minutes students must attend school.

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.

Supplemental grant funds will be used to: a.) Conduct community meetings about the school, recruit eligible students, and acquire the necessary equipment and educational materials and supplies; b.) Acquire and develop curriculum materials and a researched based online learning (Edgenuity) credit recovery program; c.) Recruit business and mentor partnerships; d) Provide Special Education support through special PD trainings ; e.) Hire a Family Engagement/Social Worker to conduct home visits and provide student social and emotional support to improve student attendance; f.) Hire support counselor to work collaboratively with the principal, school-wide planning team, college officials and faculty in order to provide assistance and support in regard to implementation of the program as designed and incorporate work-based, contextual learning with a global perspective into the curriculum; and coordinate and develop student support services and programs.

Supplemental funds will be used in acquiring necessary materials (technology, assessment materials, that are essential in the timely opening of the school and establishing mentorships and business partners are necessary for immediate support of the social, emotional, and academic success of each at-risk student. Training for Special Education teachers is necessary to ensure graduation of special needs students and professional development for all teachers will be designed to support both teachers and administrative staff & will help them implement the curriculum and the M.E.G.S program's instructional model. Timely implementation of a technology program for flexibility and self-pacing will ensure timely graduation and providing work-based partnerships can ensure career certification. The Chief Operational Officer (principal) will coordinate funds in conjunction with other federal programs in order to enhance the whole educational system for all students.

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.***

Marshall Early Graduation School (M.E.G.S) is considered a charter school under Chapter 12, Sub-chapter D, Texas Education Code and Section 12.101 (a), Texas Education Code. M.E.G.S will comply with Chapter 39, Sub-chapters B, C, D, and G of the Texas Education Code and shall not discriminate in admission to the program on the basis of sex, national origin, color, race, religion, or disability. M.E.G.S will comply with section 613 (a) (5) and 613 (e)(1) (B) and 413 (a)(5) and 1413 (e)(1) (B) of IDEA by adhering to the legal responsibilities in the area of Child Find and Free Appropriate Public Education. Research indicates that many students with disabilities face challenges in organizing ideas and selecting strategies to process information. The technology based program (Edgenuity) course work for students with disabilities includes the following evidence-based practices designed to meet the needs of students with disabilities: a.) provide explicit instruction through a meta-analysis that has been found to improve acquisition of basic skills and abstract concepts (Roberts, 2012); b.) model learning strategies c.) make instruction accessible; d.) provide tools to support learning; e.) and provide appropriate feedback.

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.

M.E.G.S. will provide a personalized and rigorous learning environment for students who want a direct pathway to graduation outside of the typical traditional high school in grades 7-12 for over-aged students, early motherhood, behind in grade level/cohort and students who desire early graduation. Marshall Early Graduation School (M.E.G.S) will combine a blended learning experience and explicit instruction that includes setting learning goals, modeling with examples, home visits and multiple opportunities for practice. M.E.G.S will also provide mentors and community business partnerships that will provide individual tutoring for each student. • Small, personalized learning environments, with an enrollment of 200 plus students involving a flexible school day of four hours per day either in the morning or in the afternoon will help keep students enrolled in a safe environment that promotes respect and commitment among staff/students. Attach: 3 pgs. 1-3

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 campus principal will serve as the Chief Operating Officer. The role will include, but is not limited to, selection of personnel, budgeting, purchasing, staff evaluations, and designing the instructional program. The principal will oversee daily operations. The governing structure of the program is proposed as a beginning milestone of the successful collaboration between Marshall ISD, Marshall Early Graduation School and Texas State Technical College. MISD is the fiscal agent for M.E.G.S. and will be governed by the School Board and subject to state and federal policy. MISD will provide the administration, faculty and operational funds based on ADA funding. M.E.G.S.'s faculty will facilitate the high school portion of the day and will guide and support students as they participate fully in the alternative credit recovery program. Marshall ISD will provide the facilities. Texas State Technical College resources will be available to all students enrolled. This level of flexibility in decision making and autonomy are usually governed by the central office top administrative staff at the superintendent level instead of giving direct autonomy to the campus principal and his or her staff. Attach: 3 pgs. 4-5

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 performance measures are; a) increase in graduation rate from (66.7%) TMR; AA (83.2%); EL (70%) by 90%; decrease in dropout rate of less than 1% from (6.1%) TMR; (2.7%) A.A.; (3.8%) Spec. Ed. ; and Eco. Disadv. (2.7%) & increase in approved industry based certification at or above the state (2.7%) from AA (0%); Hisp. (0%); White (0%) of targeted subgroups through qualitative and quantitative assessment results based on the level of attainment of high school credit, local and state assessment data (STAAR & EOC), # of industry certificates, & and dropout data. Students who fall in these subgroups who are working, young parents, fallen behind in their cohort, or desire to graduate early. Change in performance will occur in benchmark increments throughout the program until objectives percentages are met. Attachment: 3 pg. 2.

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

The initial planning and design of M.E.G.S was created by the M.E.G.S Design Team. The Design Team consisted of the following: Marshall ISD Central Staff and curriculum coordinators, • Texas State Technical College faculty, parents from each of the MISD Jr. High and High School, members of Marshall's Chamber of Commerce, and local clergy that made up a 22 member team. The design team developed the proposal to establish an innovative alternative credit recovery school within MISD's boundaries. The chairman of the Chamber of Commerce Education Council worked collaboratively by providing a connection to corporate and business partners. The corporate and business partners will eventually provide students with internships and part time job opportunities as well as exposure to higher level jobs. The district is also seeking corporate sponsors who are willing to donate resources and funds, provide students with scholarships and can provide mentors to serve as tutors.

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 community will be informed about Marshall Early Graduation School (M.E.G.S) through a variety of methods: a.) mail outs- postcards informing the community of the dates and times for open houses and campus tours; b.) school website- will contain the application of admissions and information pertaining to open houses and tours; c.) town hall meetings will be held throughout the community to provide information about the school's goals and enrollment procedures; and d.) school visits- faculty and staff will visit local public and private Jr. High and high schools to provide information about the school and enrollment procedures. M.E.G.S is a nonsectarian school of choice that does not charge tuition and will admit all eligible students. In accordance with Federal law Marshall Early Graduation School (M.E.G.S) is prohibited from denying admission on the basis of race, color, national origin, sex, age or disability.

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.) Pursuant to Marshall ISD Board Policy, the Marshall ISD Board of Trustees granted a charter to M.E.G.S without petition as a new district campus. The academic year 2018-2019 commenced with a series of meetings between Marshall Early Graduation Design Team, District School-Wide Planning Team, Representatives of the Texas State Technical College, and the High School School-Wide Planning team representative of parents, community, businesses, teachers, and students and collaborated in the planning, development, and proposed implementation of M.E.G.S located within the boundaries of Marshall ISD; b.) The Marshall ISD Board granted a district charter because of the need to increase the number of students graduating from high school. The Board received monthly status reports throughout the 2017-2019 school year from the M.E.G.S design team. In signing the MOU with Texas State Technical College the Board understood the level of autonomy given to the M.E.G.S principal regarding budget and instructional design. Based upon the need to increase the graduation rate and reduce the drop rate, the Board granted a charter; c.) M.E.G.S core principles of Rigor, Relevance, and Relationships were studied and accepted as the core principles. The main objective is to build a "graduate-ready 21st century workforce culture" in a small learning environment that supports the social and emotional needs of over-aged students who are grade levels behind; d.) M.E.G.S is an innovative school based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual and life challenges. The blended learning approach in a rigorous yet supportive program. See attachment 3 pgs. 3-4

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.

Periodic review and evaluation process will be based on data from formative and summative assessments, weekly data review, weekly home visits, HS credit review of graduation plans, and attendance through weekly staff meetings and meetings with school-wide planning team. Charter may be modified, placed on probation or revoked if student progress is not significant to increasing graduation rate, decreasing dropout rate, and increasing industry certification. Attach.3: pgs, 2-3

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 separate auditor will conduct desk audits every four months. The auditor will monitor expenditures from the grant funds to ensure that all expenditures align with the goals and objectives in the grant and comply with (GAAP). The auditor will review audit trail status reports and then select specific transactions and request additional supporting documentation such as but not limited to copies of invoices, receipts, travel vouchers, etc. See attach: 3 pg. 6

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.

All federal funds will be allocated to the campus based on the percent of low-income students enrolled on the campus in addition to the required percentage for parental involvement funds. All other formula funding will be allocated based on the campus' CNA and submitted budget request for 2019-2020. The campus allocations will start July 1, 2019 and any re-allocations will be distributed Jan. 1, 2020. This timeline duplicates during 2020-2021 school year. Attachment: 3 pgs. 7-8

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									9	25	75	75	50	50	284
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	13	Total Parents		200	Total Families		100	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									9	25	75	75	50	50	284
Total Staff	13	Total Parents		200	Total Families		100	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
									9	25					34
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	13	Total Parents		40	Total Families		30	Total Campuses		1					

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Marshall ISD	Marshall Junior High School	102-902-041
2.			
3.			
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" value="Others"/>	Barrier <input hard="" parents"="" reach"="" to="" type="text" value="Conduct an outreach program for traditionally "/>
Group <input type="text" value="Others"/>	Barrier <input type="text" value="Seek collaboration/assistance from business, industry, or institution"/>
Group <input type="text" value="Teachers"/>	Barrier <input type="text" value="Expand tutorial/mentor programs"/>
Group <input type="text" value="Teachers"/>	Barrier <input type="text" value="Recruit volunteers to assist in promoting school attendance"/>

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)

\$325,000

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)

\$475,000

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

\$800,000

PAYROLL COSTS (6100)

BUDGET

Instructional, leadership, and support staff	\$275,679

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Trainings, IT-support, enrollment and accounting systems, PEIMS management	\$221,876

SUPPLIES AND MATERIALS (6300)

Infrastructure supplies, desks, chairs, technology, software, and related items	\$277,445

OTHER OPERATING COSTS (6400)

Travel for trainings and student home visits and recruitment	\$25,000

CAPITAL OUTLAY (6600)

None	

TOTAL BUDGET REQUEST **\$800,000**