



2020-2021 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 11:59 p.m. CT, June 8, 2020

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Grant period from

Pre-award costs are not permitted.

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Shared Services Arrangements

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
Snyder Junior High has received unacceptable academic ratings for 5 consecutive years resulting in deficits in education and a lack of preparation for high school and college success with 27% of the students meeting STARR Math and Reading performance levels.	The district will partner with Responsive Education Solutions (ResponsiveEd) to provide the instructional programs and supports to ensure that all student needs are met. ResponsiveEd's Vision 2020 plans for 100% of the core teachers being engaged with the IQ Optimal Learning System to provide a blend of high quality classroom instruction supported by rigorous Bright Thinker online support.
SJH, in rural West TX, has experienced significant staff recruitment and turnover challenges for the past 3 years. 35% of staff have their positions with vacancies filled by less experienced, under-certified teachers.	ResponsiveEd's Vision 2020 plan will support 100% of teachers with Capturing Kids Hearts training to become Shepherd's Heart teachers increasing engagement in the classroom. An online curriculum designed to enhance classroom instruction in 100% of the core classes will support all teachers.
In order to positively improve student performance from 27% meets grade level to an average of 40% meets grade level by 2023, campus leadership team members need new teacher frameworks and support.	ResponsiveEd's Vision 2020 establishes a Head of Schools and a Team of Deans with 100% of the administrative team members engaging in on-going support and training for the staff while focusing on areas of instructional support, academics, student academic advising, operations, extra-curricular, and data.

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 August 2021, Snyder Jr. High will achieve a D rating or higher, and, by August 2022, a C rating or higher by meeting or exceeding overall academic performance as measured by the A-F Accountability System. Currently, Snyder Jr. High's campus rating is an F. Additional performance measures are detailed in Appendix A-3 of the operating performance contract.

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, 100% of the teachers will be trained in the IQ learning system, Bright Thinker, and Capturing Kids Hearts in order to establish a highly effective instructional environment, and 100% of the students will have completed the Beginning Of Year NWEA MAP assessment and data will be used to adjust instructional support as needed for student growth.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, 50% of the students will show appropriate academic growth on the Middle Of Year NWEA MAP Assessment, and 100% of the data will be used to adjust instruction to support students in preparation for mastery of grade-level TEKS.

Third-Quarter Benchmark

By the end of the third quarter, 70% of the students will show at least one year's growth from the BOY data from NWEA MAP with at least two subpopulations meeting state-level expectations for academic growth and/or meets grade level performance which would translate to a D level performance or higher in the A-F system.

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.

Progress towards the summative SMART goal will be monitored through monthly review of the student progress by subject and grade level using data from high-stakes assessments in the Bright Thinker blended learning platform which are designed to demonstrate student mastery of the TEKS-Aligned content prior to moving forward in the curriculum. Student mastery is defined as demonstration of knowledge with an 80% passing rate on the high stakes summative unit assessment. Data will be reported monthly per the district's Lone Star Governance process which provides data on growth and overall attainment of grade-level readiness including performance and growth of sub-populations. Monthly data will provide short-term formative views of student progress to allow for adjustments as needed in student support. If benchmarks are not met, the Responsive Education Solutions Academic Support Team along with the Team of Deans and the Chief Academic Architect will review data and engage in root cause analysis processes to identify areas of needed adjustment. Responsive Education Solutions will be able to supply targeted support to the areas of need including providing additional teacher professional development, increased data-driven intervention support, and intentional parent engagement designed to support the whole child. Responsive Ed's Professional Development Team will work with the academic leadership team, district academic content directors and instructional coaches to assess training needs of the organization to achieve planned goals. The district will provide access to the district's Director of Inclusion, Equity, and Diversity as needed to assist in parent engagement needs to address student success for all.

Quarterly site visits with the Assistant Superintendent of Learning and Innovation will review data and student progress. Benchmark progress will be reported during the quarterly site visits as well.

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 2020–2021 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- 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 this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 or 2020-2021 school year; and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - annually publish its authorizer policies;
 - submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2020;
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances, the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The Bargain for Performance established in the operator contract entrusts all of the decisions regarding programs and personnel along with finance to the operating partner. As a Lone Star Governance District, the Snyder Board of Trustees has established long term goals focused on student outcomes. The Board has established district goals of academic outcomes targeting student performance levels in reading and math, early childhood literacy, early childhood numeracy, and college, career, and military readiness goals. To promote alignment between the Operating Partner's decision-making activities regarding programs and personnel and District expectations, the District has established performance goals aligned to the Lone Star Governance Board Goals as outcomes for the operating partner work. The performance goals will inform both revocation and renewal decisions during the life of the contract. See Partnership Performance Contract paragraph 9.01 for complete list of Partner Responsibilities.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The performance goals establish expectations to support both academic and financial outcomes and provide the framework for quality controls for the partnership. The performance goals are relevant to the overall Board expectations for the district performance and/or TEA's guidance for state accountability outlined through the first 5 years of the partnership, as listed in Addendum A-3, of the operating agreement with acceptable performance levels clearly identified. The performance outcomes related to financial goals and overall letter grade performance will be used in revocation decisions. See Snyder ISD's ELA policy adopted on February 21, 2020, for list of seven specific violations. Outcomes for all of the performance goals listed in Appendix A-3 will be used for renewal decision and to communicate annual performance of the operating partner. The District will make quarterly formal site visits and meet with ResponsiveEd to monitor progress.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

As established in the operating agreement, the primary purpose is to improve student outcomes by allowing the District to partner with an Operating Partner to manage the School as an independent campus subject to transparent accountability requirements, which are set by TEC Chapters 39 and 39A. Within this agreement, the partner has autonomy over the day to day operations of the school, the Board has authority through established performance targets, and the district promotes compliance and fidelity of implementation of the proposed model. The agreement provides total control of people and programs on the middle school campus to ResponsiveEd. Although the staff will remain employees of Snyder ISD, the district commits to removing any campus staff member by the request of the operating partner within 15 days of the request. The operating partner has access to an approximately \$1.4 million budget (\$2500 per ADA) to use at their discretion for programs, additional FTE, and supplemental salaries. As compared to the Managed Instruction traditional campuses in the district, SJH has complete autonomy to make decisions regarding programs and personnel on the campus.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

The Snyder district administration began engaging stakeholders in the planning for changes to Snyder Junior High and Snyder ISD early in the fall semester of 2019. With the intention of providing clear and consistent communication, the district hired a Public Information Officer to coordinate all communication efforts. The initial public meeting was held on October 7, 2019, with information being presented to the community members regarding the options available to the district, including the potential for an innovative charter partnership. Between October and December, the district held a series of focus groups with parents and larger community meetings regarding the potential for the campus closure and the option to partner with a charter operator. In addition to face-to-face meetings, the district created and shared videos on social media and the district website was designed to reach more stakeholders. Communication was shared in English and Spanish to ensure access for all stakeholders. See Attachment 4, Superintendent Narrative, for additional information on how Snyder ISD solicited and considered input from stakeholders on the implementation and operation of the proposed charter campus. ResponsiveEd will facilitate community and stakeholder meetings during Summer 2020 to learn what challenges existed previously at the campus and will be sure to incorporate tools or strategies to overcome them during the 2020-2021.

5. Describe the eligible applicant’s planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Implementation of the Vision 2020 elements will be supported by grant funds and will begin in June 2020 for launch in the following August. Grant funds will support the implementation of the IQ Learning System with 4 distinct styles of instruction that incorporate a blended learning platform. Teachers will be trained as Shepherd Heart Instructors to provide a strong moral education to students and support facilitation of rigorous learning environments. The addition of NWEA MAP testing and Study Island as diagnostic and support tools will add instructional capacity for the campus. Additional focused efforts will center on training administrative team members and staff for implementation of Capturing Kids Hearts to positively improve campus culture. A self-paced academy pathway will also be established on the campus to support students interested in a more structured educational environment. The expansion of the administrative support on the campus via a Team of Deans will be enhanced by grant funding through the on-going support from Responsive Education’s Chief Academic Architect. With the initial investment from grant funds targeting the strong and intentional support of the administrative team and the staff, the sustainability of the investment will come with the stabilization of turnover in faculty and the improvement in student outcomes. Additionally new instructional and staff development programs will sustain after grant period ends due to the increased per-pupil revenue from recaptured students. ResponsiveEd and Snyder ISD will continue to seek grant opportunities for continued funding support and plan for maximization of local, state, and federal funding opportunities to offer the most successful academic environment for all students.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Parent information/program orientation meetings will take place with students, parents, staff and community stakeholders. ResponsiveEd utilizes an integrated multi-media marketing plan designed to intentionally focus on increasing parent and community engagement and building brand awareness. Communication will be provided in multiple languages, at a variety of venues, community locations, and on a range of social media platforms. ResponsiveEd will also set up booths and conduct in-person recruitment at community events that may cater to a variety of families based on geographic location, native language, etc. Outreach to local faith based organizations, community centers, libraries, and businesses, including those that serve families of native English speakers and/or speakers of other languages will also be utilized. Open Houses will be conducted for the families and community stakeholders. ResponsiveEd will develop a Community Advisory Committee (CAC) to include parents/guardians and community stakeholders who will provide input to the Regional and Campus Directors regarding general school operation, campus policy review, long range strategic plans, and performance standards. Every effort will be made to make parents/guardians partners in their children’s education. Such efforts include encouraging parents/guardians to serve as school volunteers; promoting and strengthening parental responsibility and involvement; and recognizing the importance of the community’s historic, ethnic, linguistic, and/or cultural resources.

Statutory Requirements

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

As part of the operating agreement, the district will provide the transportation for all in-district students attending the Snyder Junior High campus. Students transferring into the district in order to attend Snyder Junior High will need to provide their own transportation to the campus and/or to a bus stop within the district’s boundaries.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

The district will not request waivers for operation of the school. Per the operating agreement, Snyder ISD’s legal and local policies were acceptable to Responsive Education Solutions. As a District of Innovation, Snyder ISD has flexibility from state guidelines in the following areas: Uniform School Start Date (EB LEGAL) (Ed. Code 25.0811), Probationary Contracts (DCA LEGAL) (Ed. Code Subchapter C Sec. 21.102), 90 Percent Attendance Rule (FEC LOCAL) (Ed. Code 25.092), Minimum Minutes of Instruction (EC LEGAL & EB LEGAL) (Ed. Code 25.081), Teacher Certification (DK LEGAL, DK LOCAL, DK EXHIBIT) (Ed. Code 21.003), Class Size Ratio (EEB LEGAL) (Ed. Code 25.111) (Ed. Code 25.112) (Ed. Code 25.113), Student Discipline Provisions (FO LEGAL & LOCAL) (Ed. Code 37.0012), and Long Range Energy Plan (CL LEGAL) (Ed. Code Sec. 44.902).

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used.

The Classical Academy model provides students with a rigorous, distinctly 21st century, classical education that promotes intellectual curiosity, critical thinking, and virtue while preparing students for post-secondary success and to be productive citizens of a self-governing society. The curriculum provides students with tools of learning necessary to meet state standards, but more importantly, to be well rounded human beings who know who they are and understand the world around them. The tools provided through the classical program help students acquire knowledge, skills, and dispositions necessary to live virtuous and happy lives. The curriculum accomplishes this by respecting a proper hierarchy of knowledge. It builds a strong foundation in “Grammar” during the early years through an explicit phonics program, Latin and Greek word studies, classical literature and Socratic seminar. It then builds critical thinking skills, “Logic” and finally “Rhetoric” to prepare students to articulate thoughts and ideas. The Responsive Education Solutions classical model proposes to offer a purposeful study of mathematics, classical literature, sciences and history, coupled with a curriculum that aligns to the Texas state standards. Students participate in a full day of instruction in all content areas, with additional time built into the schedule for math and literacy. The partner will operate a classical academy model within Snyder ISD for all students in 6th, 7th and 8th grades. See additional program information in the Partner’s Charter Application.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

As a single attendance district, all students who live within the Snyder ISD boundaries are eligible to attend school in the district. The partner will enroll all students meeting the residency requirements for Snyder ISD including special education and English Language Learners. Performance measures agreed upon in the operating contract specify expectations for the academic outcomes of all students and include targeted goals growth and overall performance of student sub-populations. Monthly data collection from assessment data will be provided under Lone Star Governance processes. The data collected will be disaggregated by sub-populations and presented to the Board of Trustees. Additionally, the Assistant Superintendent of Learning and Innovation will conduct quarterly site visits and progress monitoring meetings with the ResponsiveEd Head of Schools & Chief Academic Architect to review progress towards established student performance goals. Quarterly site visits will occur, and an annual monitoring meeting will take place.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

Each year, ResponsiveEd conducts a full financial audit of the entire organization in compliance with the auditing standards generally accepted in the United States, with the standards contained in Government Auditing Standards issued by the comptroller of the United States and in compliance with OMB 133-A guidelines. ResponsiveEd will, at its own expense, have its fiscal accounts audited annually by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The school will ensure financial transparency by adopting district and school budgets at ResponsiveEd board meetings and posting district annual audits and annual reports on the district's website. ResponsiveEd will closely manage the fiscal operations of the school. Immediate expenses will be reviewed on an ongoing basis and plans will be implemented to spend according to receipts in an effort to prevent a negative cash flow.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information management systems (PEIMS).

The campus and operating partner will utilize the district's Skyward system for student management, human resources, and financial management. The campus PEIMS clerk will maintain the data within Skyward, and the district PEIMS Coordinator will pull the required data for submission with the district data.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

All other federal and state funds that are not funding campus salaries shall be made available to the OP as soon as they are available to the District. Currently Title II Part A funds are the only federal funds expended on the campus and all of the funds are used to fund incentive stipends for critical need and state tested content areas (ELA, Math, Science, and U.S. History). The allotment shall be paid in monthly installments on the 15th day of each month during the term, commencing on September 15, 2020. Payments shall be issued on an average monthly basis, based initially on a projected first-year enrollment of 585 students. At the conclusion of the 11th month, of each year of the Term, the estimated ADA will be adjusted to actual ADA for purposes of determining the compensation hereunder and any amounts owed by either Party according to a mutually agreed upon settle-up process.

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 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized								200	200	175					575

Not Applicable - No students will be served during the 2020–2021 school year.

Total Staff	<input type="text" value="63"/>	Total Parents	<input type="text" value="1,000"/>	Total Families	<input type="text" value="560"/>	Total Campuses	<input type="text" value="1"/>
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2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized								230	210	210					650

Total Staff	<input type="text" value="65"/>	Total Parents	<input type="text" value="1,100"/>	Total Families	<input type="text" value="630"/>	Total Campuses	<input type="text" value="1"/>
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3. Provide the number of students to be served in 2020 -2021 who would otherwise attend an F-rated 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](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized								200	200	175					575

Not Applicable - No students will be served during the 2020–2021 school year.

Total Staff	<input type="text" value="63"/>	Total Parents	<input type="text" value="1,000"/>	Total Families	<input type="text" value="560"/>	Total Campuses	<input type="text" value="1"/>
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4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve 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 for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Snyder ISD	Snyder Junior High (closing)	208-902-041
2.			
3.			
4.			
5.			
6.			

Not Applicable - No students will be served during the 2019–2020 school year.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

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

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

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)

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

PAYROLL COSTS (6100)

BUDGET

Administrative Salaries (during planning and first 30-days of implementation)	\$16,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Culture and Discipline Training	\$65,000
ResponsiveEd Academic Intervention Teams & Support	\$100,000
Staff Professional Development	\$30,000

SUPPLIES AND MATERIALS (6300)

Blended Learning Curriculum	\$210,000
Intervention Supplies	\$57,000
Instructional Materials and Supplies	\$77,000

OTHER OPERATING COSTS (6400)

District-related expenditures	\$90,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

The Academy Computer Hardware	\$15,000
Chromebook and Hardware	\$240,000

TOTAL BUDGET REQUEST

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Dropdown menu for section selection

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

Large empty box for describing the negotiated change/amendment

Dropdown menu for section selection

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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