



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

NOGA ID [Redacted]

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 **July 1, 2020 – February 26, 2021**

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): [Redacted]

Applicant Information

Organization: Midland ISD | CDN: 165901 | Vendor ID: 1756002064 | ESC: 18 | DUNS: 081085391

Address: 615 W. Missouri Ave. | City: Midland | ZIP: 79701 | Phone: 432.240.1000

Primary Contact: Elise Kail | Email: elise.kail@midlandisd.net | Phone: 432.240.1275

Secondary Contact: Darrell Dodds | Email: darrell.dodds@midlandisd.net | Phone: 432.240.1018

Certification and Incorporation

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

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

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

Authorized Official Name: Orlando Riddick | Title: Superintendent

Email: orlando.riddick@midlandisd.net | Phone: 432.240.1002

Signature: *Orlando Riddick* | Date: 6/8/2020

Grant Writer Name: Elise Kail | Signature: *Elise Kail* | Date: 6/8/2020

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

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
In SY 2018-2019, Sam Houston Collegiate Preparatory (Sam Houston) scored low on TEA's accountability metrics to earn an overall rating of F (53 out of 100 points).	Beginning in July 2020, Sam Houston will improve student achievement and increase its overall accountability rating by replicating the model at Third Future Schools' Academy of Advanced Learning (AAL) in Colorado. Sam Houston will use high-quality textbook and e-learning resources to improve student achievement.
The traditional district calendar limits the amount of extended and in-depth professional development, resulting in inconsistent quality of instruction.	In implementing AAL's model, Sam Houston sta will receive extensive professional development (both before the start of the school year and during) to master and implement the rigorous instructional model, even in remote or hybrid settings.
In SY 2018-2019, Sam Houston scored a 31 out of 100 in the state accountability system's "Closing the Gaps" domain.	Expanding capacity for e-learning will enable Sam Houston to implement all aspects of the AAL personalized learning model with fidelity to increase student achievement for more students, especially in targeted subgroups.

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 July 1, 2021, Sam Houston Collegiate Preparatory School in Midland ISD will achieve an overall score of over 80 on the 2020-2021 School Report Card of the Texas Accountability System.

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

Sam Houston will use data extensively to monitor progress. In the first two weeks of school, students (grades 3- 5) will take the NWEA MAP assessments in Reading and Math to establish a baseline for this academic year. All students (K-5) will take a DIBELS test in reading to determine which students are at or above benchmark. Sam Houston will also administer the TEA Optional Beginning of the Year Assessment to students before September 1, 2020.

At the end of the first quarter the goal is to have at least 60% of the students in grades K-5 demonstrating typical or above typical growth in DIBELS. Teachers will also monitor progress through daily "demonstrations of learning" in every subject. Teacher-developed first quarter final exams will provide more information regarding student progress.

Measurable Progress (Cont.)

Second-Quarter Benchmark

In December 2020, students (grades 3-5) will take the mid-year NWEA MAP assessments. The goal is for students to demonstrate at least .9 times the average yearly growth of U.S. students by December for each grade level in reading and math. That means students will gain nearly two years of growth by the end of the year. DIBELS will continue to be a progress monitoring tool throughout the semester. The DIBELS goal in December is to have 70% of the students demonstrating typical or above typical growth. Teachers will also continue to monitor proficiency daily using demonstrations of learning and will also administer their own teacher-developed exams. Sam Houston will administer the STAAR interim assessment in November. The results of this assessment will help Sam Houston assess where students stand with regard to the STAAR exam that will be administered in the spring.

Third-Quarter Benchmark

Sam Houston will continue to monitor reading progress with DIBELS. The goal in March 2021 is to have 80% of the students demonstrating typical or above typical growth. Teachers will also continue to monitor proficiency daily using demonstrations of learning. Sam Houston will administer the STAAR interim assessment in March. After the interim assessment in November 2020, Sam Houston will have established goals for the assessment in March. Both of these assessments will inform how instruction and operations are adjusted in order to enable the students to perform well on the STAAR exam in the spring.

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 Academy of Advanced Learning model to be implemented at Sam Houston is one of continuous improvement and uses data to adjust frequently. Within the first two weeks, after the assessments described above are administered, and after the teachers have been instructing the students and analyzing their daily demonstrations of learning, Sam Houston will modify the "individual learning plans" and provide additional supports where needed. That support might be one-on-one literacy instruction, a reading intervention group, or remote home support. The program is already highly differentiated, and Sam Houston will be able to provide more targeted support for the students who need it.

Equally important is the assessment of the instruction and the fidelity with which the highly-differentiated and rigorous instruction is being implemented. The skilled school leaders and instructional coaches will be assessing the quality of instruction every day and providing feedback continuously. Sam Houston will be making modifications in instructional delivery and the use of the model from day one. If quarterly benchmarks do not show progress toward meeting the summative SMART goal, staff will look first at the quality of instruction. Staff will make targeted adjustments to professional development and provide more training for specific teachers. Leadership will also look at how the teacher is using the research-based resources provided and provide appropriate supports.

Also, if Sam Houston is not making sufficient progress, Sam Houston will provide more relevant, instructional time for the students who need it. This may be after-school tutoring or additional online learning at home. Sam Houston has already lengthened the school year and will require students who are behind to attend the "Fifth Quarter" that runs from the fourth week of June (2021) through the end of July.

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.

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Amendment # **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.

Third Future Schools-Texas and Midland ISD entered into a partnership agreement on March 25, 2020 in accordance with SB 1882 (contract attached). In accordance with this agreement, Midland ISD granted TFS- TX a subchapter C charter to operate a district campus. Midland ISD's Board of Trustees is the authorizing agency, and the board of TFS- TX holds the charter. The primary purpose of this Agreement is to improve student outcomes by authorizing Third Future Schools- Texas to operate Sam Houston as an independent campus subject to transparent accountability requirements, which are primarily based on the performance standards established under TEC Chapters 39 and 39A. Thus the main role and responsibility of TFS- TX is to improve student outcomes at the school by implementing AAL's model. Third Future Schools-Texas has full operational control over the program, budget, sta , curriculum, calendar, and instruction. Midland ISD's role is of an authorizer and monitors the progress of the charter operator and holds it accountable for meeting the terms of the contract and meeting established achievement and performance goals. As specified in the contract, TFS- TX buys back certain services from the district, such as campus maintenance and food service. TFS- TX has a Board of Directors that governs the organization. It has hired an Executive Director (Zach Craddock) to oversee the operations of the school and to coach the school's leadership team.

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.

Third Future Schools- Texas and Midland ISD signed a charter contract on March 25, 2020 (attached). Most significantly, the contract outlines key performance goals that TFS- TX has agreed to meet. Addendum A-3 to the contract specifies 8 such performance goals that include the schools' overall state accountability score, student progress domain, closing the gaps domain, and more. The contract allows Midland ISD to terminate the agreement if TFS- TX fails to achieve 5 out of 8 outcome goals for 3 consecutive years. The District may terminate the agreement on the basis of academic performance if the school receives a state academic performance rating of D or F for 3 or more consecutive years or fails to achieve academic outcomes for 3 or more consecutive years." There are also 2 annual financial goals that Third Future Schools-Texas must meet (Addendum A-4). MISD's authorizing policy includes further provisions for probation and revocation. Additionally, Third Future Schools- Texas shares the Student Information System with Midland ISD and has given MISD access to all student data. Third Future Schools- Texas also will provide MISD with a quarterly report on its 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.

Article V (Relationship of the Parties) of the contract (attached) specifies that Third Future Schools- Texas shall operate as an independent contractor and that its governing body shall remain independent of the District. Detailed areas of autonomy are outlined in Articles IX (Responsibilities) and X (School Operations) of the contract. Third Future Schools- Texas has the sole authority over matters involving academic curriculum and the instructional program; to hire employees; to compensate and establish other terms of employment for employees; to select, supervise, evaluate, and compensate administrators; to determine the sta ng plan and positions at the school; to approve or amend the budget for the School; to oversee the School's day-to-day operations; to determine the school day, school year, and bell schedule; among others. These authorities cannot be revoked during the term of the charter contract. The autonomy granted to Third Future Schools- Texas is far above and beyond the degree of flexibility that is a orded to the other schools in MISD that do not have a charter contract.

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.

Parent input is incredibly important to Third Future Schools- Texas. Sam Houston leadership has already been regularly communicating with families using various methods of communication and will regularly seek parent input on the operation of Sam Houston through monthly Parent Advisory Group meetings. There will be additional opportunities for parents to connect with teachers due to the extended hours and the school's social media page will be a readily accessible platform for parents and the community. Third Future Schools- Texas board meetings are another avenue for the community to provide input into the implementation and operation of Sam Houston. 2/3 of board members are Midland residents, and serve as a liaison to the community.

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.

Sam Houston's teachers and school leaders have to have the equipment to deliver high-quality instruction, using technology to enhance instruction and student learning. Technology will play a bigger role at Sam Houston, as the AAL model includes live, synchronous teaching. Students also have to have access to the Internet and devices that can be used both at school and at home. Thus, expenditures of grant funds include strengthening the Internet bandwidth and the wireless environment; purchasing Chromebooks so that every student will have a working computer that he can take home daily; Smartboards; E-learning equipment such as webcams and lavaliers; and laptops for teachers.

Sam Houston plans to hit the ground running with research-based curricula for reading and math as well as effective electronic resources such as Zearn Math and Learning Dynamics. There is also a need to bring in instructional coaches and experts in the AAL model to conduct extensive staff training and run the staff orientation this summer. Select educators and Third Future Schools- Texas leadership will conduct learning visits to AAL to deepen their understanding of the model. Sam Houston will be able to maintain financial sustainability after the end of the grant period because almost all of the items are one-time expenses and equipment that will last for several years. Sam Houston will have to pay recurring costs for the use of the E-learning curricula (i.e., Zearn Math and Learning Dynamics), but the E-learning programs are budgeted for future years. The current budget is designed without reliance on the CSP grant, so the campus will remain financially strong once the grant period ends.

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.

Third Future Schools- Texas' first strategy is to extend Sam Houston's hours to be open and available for parents to visit the school or to drop off their children. The campus is open from 6:30 a.m. until 6:00 p.m., providing parents more opportunity to engage with the school. Even if the school year begins with social distancing requirements, Sam Houston will be open at 6:30 a.m. and close at 4:30 p.m. Frequent communications from school leaders (principal and assistant principals) keep parents and families in the know and more involved. Already, before the start of school, families receive a weekly note from the Principal and a weekly Constant Contact message from the Executive Director. If some remote learning is required, teachers teach live (synchronously) and work closely with parents to support the students at home. This level of engagement from teachers will continue even when allowed to return to school without restrictions. Finally, the Principal of Sam Houston has been an expert at bringing parents into the school with morning convocation, literacy nights, PTA participation, student performances, and many other activities. While much of this may have to be done remotely this year, opportunities for engagement will remain high.

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Statutory Requirements

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

Third Future Schools- Texas is utilizing Midland ISD for transportation services. The charter contract (attached) notes: "The District shall provide all necessary transportation to and from the School for purposes of regular school attendance. Any transportation needs outside of the District's regular schedule, including field trips, shall be contracted back to the District and paid for by the Operator." As Sam Houston primarily serves students in the neighborhood, most of the children either walk to school or are dropped o by their parents. The District will transport students who live too far to walk.

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.

MISD leadership does not anticipate requesting any waivers of Federal statutory or regulatory requirements.

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.

a) Third Future Schools- Texas, in implementing the model at AAL at Sam Houston, has a unique instructional model that combines direct instruction and highly differentiated activities and assignments. After 35 to 40 minutes of direct and highly engaging instruction, the teacher administers a "demonstration of learning" to quickly assess the degree to which a student has learned the objective for that class period. Students are then placed in one of four groups with different proficiency levels. Students who have not learned the objective and need more time stay with the teacher and get targeted support. Those who are proficient or accelerated, work independently and go more in-depth and are challenged. Using this model, AAL and other schools have gained nearly two years of growth in one year as assessed by the NWEA MAP assessments. The model can also be adapted to on-line learning, and requires teachers to teach live or synchronously. b) PK-5 c) Research-based curriculum, including Wilson Foundations, Zearn math, and Learning Dynamics, is used. IXL and Newsela will also be purchased. Most important, teachers are highly effective because of the sound instructional practices involving curriculum alignment, demonstrations of learning, differentiated instruction, multiple-response strategies, scaffolded supports, and the use of data.

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.

Third Future Schools- Texas and MISD are working together to serve students. Third Future Schools- Texas uses the District's "Apply Midland" Unified Enrollment system to send marketing material to Midland students and the Student Information System to enroll students. Thus, the District has access to all data regarding recruitment, enrollment, and retention and can monitor Third Future Schools- Texas closely. Third Future Schools- Texas will provide an appropriate education program to students whose primary placement is the resources/support facilitation setting as established by the Admission, Review, and Dismissal Committee (ARD). At the same time, and per the signed contract (attached, section 9.01.4), the District, rather than the operator, is responsible for providing services to students with severe special education needs. To further monitor Third Future Schools- Texas, the District may include a representative on any ARD committee convened to decide any matter related to a student enrolled at the School or who is being considered for assignment to the School.

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.

Third Future Schools- Texas has committed to an annual independent financial audit of the campus in the performance contract (see section 14.11 of the attached contract for more information). Third Future Schools- Texas has contracted with a consulting firm, Abacus, LLC. Abacus will contract with an independent auditing firm to conduct a financial audit that is distinct and apart from the District's annual financial audit. \$15,000 has already been budgeted for an independent audit as well as an additional \$40,000 for accounting services.

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).

Third Future Schools- Texas and the District have agreed to coordinate record keeping and compliance with state law and have placed their mutual agreement in the charter contract. Third Future Schools- Texas has agreed to use the District's record keeping Student Information System (Skyward) required by the Texas Education Agency's Public Education Information Management System (PEIMS) data reporting. Third Future Schools- Texas has agreed to share all relevant and required student performance data, including all information required by PEIMS and all data related to Third Future Schools- Texas performance goals and metrics.

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.

Per section 14.01 of the performance contract (attached), the district will pay Third Future Schools- Texas the Operating Partner Allotment (state and local revenue, including SB1882 funds) which shall be calculated according to the methodology outlined in Addendum A-12. Payments of the funding allocations not reserved for employees at the campus will be disbursed in monthly installments on the 15th day of each month, beginning July 1, 2020. Payments will be on an average monthly basis based initially on the projections in A-12, but estimated weights will become actual weights in the settle-up process.

Per section 14.08 of the performance contract, the district may retain 15% of federal formula funds attributable to the students enrolled at Sam Houston and the remaining 85% will be allocated for the operation and management of the school. Third Future Schools- Texas has initial, sole, and final discretion over the proposed budget for grant funds.

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Amendment # **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	22.	50.	50.	60.	60.	60.	60.								362.
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	42.	Total Parents		550.	Total Families		300.	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 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	22.	50.	50.	60.	60.	60.	60.	60.							422.
Total Staff	46.	Total Parents		620.	Total Families		340.	Total Campuses				1.			

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	22.	50.	50.	60.	60.	60.	60.								362.
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	42.	Total Parents		550.	Total Families		300.	Total Campuses				1.			

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.	Midland ISD	Sam Houston Collegiate Preparatory Elementary	165-901-109
2.	Midland ISD	Ralph Bunche Elementary	165-901-134
3.	Midland ISD	Travis Elementary	165-901-118
4.	Midland ISD	De Zavala Elementary	165-901-106
5.	Midland ISD	Jones Elementary	165-901-110
6.	Midland ISD	Henderson Elementary	165-901-108
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

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Amendment #

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.

CDN Vendor ID

Amendment #

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

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Sta professional development during two-week sta orientation in July and PD in August	<input type="text" value="\$100,000"/>
Develop instructional calendars aligned with TEKS	<input type="text" value="\$30,000"/>
Costs associated with implementation of the instructional AAL model at Sam Houston	<input type="text" value="\$241,650"/>

SUPPLIES AND MATERIALS (6300)

Technology equipment	<input type="text" value="\$306,350"/>
Classroom and office furniture	<input type="text" value="\$72,000"/>
Textbooks and curricular resources	<input type="text" value="\$140,000"/>

OTHER OPERATING COSTS (6400)

Teacher, Executive Director and Board travel to AAL for professional development and learning visits	<input type="text" value="\$10,000"/>
<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

CDN 165901

Vendor ID 1756002064

Amendment #

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.

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

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