



**2020-2021 Charter School Program High Quality Replication Grant**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, June 1, 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:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

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):

**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):

- |   |   |
|---|---|
| <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"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

*Emily Levario*

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.

RFA #  SAS #

**2020-2021 Charter School Program High-Quality Replication Grant**

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**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
Students need to be provided high quality instruction that develops skillsets for the successful completion of a rigorous academic coursework model and ensures future college/career readiness.	-EPLA will provide on-going PD for the new campus' instructional staff in methodologies implemented in our current high achieving middle school and in preparatory practices for secondary advanced/dual credit coursework. The administrative team will conduct weekly walk-throughs and check-in meetings to ensure the expected practices are being implemented with fidelity in all classrooms.
There needs to be a transition from a teacher-oriented instructional model to a personalized learning model in order to maximize the district's continuation on a positive trajectory of student achievement results.	-EPLA will implement a blended/personalized learning model of instruction, in which students identify/develop/execute their own learning structure and outcomes. This model will be based on the "Summit Learning" approach and will include continuous, high quality professional development for teachers/leaders.
Increased parent/community engagement is needed to support the schools' academic framework, execute effective student recruitment processes, and monitor the achievement of the campus' mission/vision.	-EPLA will establish a Parent/Community engagement volunteer committee, conduct monthly parent/community meetings designed to provide parents with the tools needed to support an academic growth mindset, and appoint a Parent Liaison who will report directly to the Board of Directors regarding parent concerns/perspectives.

**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.

1. By June 30, 2022, EPLA will achieve 71% approaches, 39% meets, 16% masters or higher for all tests taken on the Spring 2022 STAAR exams campus-wide.
2. By June 30, 2022, at least 42% of the "All Student" group will have achieved a performance level of at least a "meets" on the Spring 2022 STAAR Reading and Math assessments (the College Readiness performance standard).
3. By June 30, 2022, at least 25% of the identified EL students will have demonstrated growth of at least one proficiency level on all four of the TELPAS assessment proficiency levels.
4. By April 20, 2022, at least eight Parent/Community Engagement meetings will have been hosted.

**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**

1. By September 30, 2021, STAAR Benchmark 1 Released Test assessments will be administered to develop individualized performance goals.
2. By September 30, 2021, at least 25% of all students will have achieved a performance level of at least a "meets" on the Released STAAR Benchmark 1 Reading and Math assessments
3. By September 30, 2021, Beginning-of-the-Year TELPAS and LAS Links data will be used to identify current levels of performance for the listening, speaking, reading, writing proficiencies of all students receiving LEP services during the 2020-2021 school year or being newly assessed for LEP services eligibility.
4. By September 30, 2021, at least two Parent/Community Engagement meetings will have been hosted.

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

1. By December 31, 2021, EPLA will achieve at least 60% approaches, 25% meets, 8% masters or higher on the STAAR Benchmark 2 Released Test assessments.
2. By December 31, 2021, at least 30% of all students will have achieved a performance level of at least a "meets" on the Released STAAR Benchmark 2 Reading and Math assessments.
3. By December 31, 2021, at least 25% of the identified EL students will have improved at least one proficiency level on at least two of the measures (listening, speaking, reading, writing) on a practice TELPAS exam.
4. By December 31, 2021, at least four Parent/Community Engagement meetings will have been hosted.

**Third-Quarter Benchmark**

1. By February 28, 2022, EPLA will achieve at least 65% approaches, 34% meets, and 11% masters or higher on the STAAR Interim Test assessments.
2. By February 28, 2022, at least 35% of all students will have achieved a performance level of at least a "meets" on the STAAR Interim Reading and Math assessments.
3. By February 28, 2022, at least 25% of the identified EL students will have improved at least one proficiency level on at least three of the measures (listening, speaking, reading, writing) on a practice TELPAS exam.
4. By February 28, 2022, at least six Parent/Community Engagement meetings will have been hosted.

**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 school's leadership team will use data on a weekly, monthly, and quarterly basis to assess and modify our program as needed. The following measures will be reviewed and analyzed to determine our progress in meeting our benchmarks and summative SMART goals:

1. Various in-house identified assessment data sources—quarterly STAAR benchmarks & TELPAS practice tests; Beginning-of-the-Year, Middle-of-the-Year, and End-of-the-Year NWEA MAPS results; 9-week report card grades; weekly enrollment counts; and monthly sign-in sheets for parent/community engagement activities.
2. Weekly reviews of Summit Learning' personalized learning "platform" information regarding student goal-setting and mentoring/coaching documentation, content assessments, and grades.
3. Monthly attendance and trends in attendance at parent/community engagement events.
4. Anecdotal data obtained through weekly classroom observations, weekly instructional coaching sessions with teachers, monthly community meetings, and written comments on quarterly student/staff/community surveys.

All of the campus-based leadership teams will meet at their respective times, review the data outlined above, and will make recommendations to the School's Leadership Team for changes as identified. In addition to leadership team meetings, classroom data trackers, exit tickets, and the Summit Learning Platform will be used to conduct daily reviews of student performance. Weekly data analysis meetings will also be conducted with the teaching staff to review data, identify standards needing further re-teach/scaffolding, outline needed interventions, and develop an individualized performance goal for each student. Bi-monthly day-long professional development sessions will be used to address training needs that support enhanced teaching/learning growth and the focus of further monitoring and intervention efforts. Project evaluation and modification will continue to be a campus ingrained method used for the sustainability of a successful program design/implementation beyond the scope of this grant.



**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:
  - a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.

If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by 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:
  - a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
  - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
  - c. 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
  - d. 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:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
  - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
  - c. annually publish its authorizer policies;
  - d. 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;
  - e. 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
  - f. 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.

EPLA is a stand-alone 501c3 and is not currently working with any partner organization or under a CMO. EPLA was authorized by the Commission of the Texas Education Agency as a Generation 18 Subchapter D, Section 12.101 Open Enrollment Charter School in accordance with State Board of Education rules and policies. The charter holder is responsible for the performance of it's schools.

The Board of Directors serves as the governing body of the charter school and provides ongoing oversight to ensure that the charter follows its mission, is fiscally sound and is compliant with local, state and federal laws. The Board has delegated day to day management to the CEO/ Superintendent.

The leadership team at the new middle school will consist of the Principal, Directors of Academics, Student Support Services and Operations. The Directors will report to the Principal and the leadership team will collaboratively oversee and manage the day to day operations and implementation of the charter replication activities, including teacher recruiting and onboarding, student recruitment, academic outcomes, school culture and family and community engagement.

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 new campus has a written performance agreement with the charter holder that includes a description of how student academic performance will be measured. These performance objectives will be incorporated into the schools campus improvement plan and routinely monitored.

It is understood that the school's performance in the state's accountability system is a strong indicator of student achievement and that TEA will use this information to help make decisions for renewal or revocation of the school's charter. It is also understood that TEA reserves the right to revoke or not renew a charter based on financial, structural and/or operations factors involving the management of the school. Administration closely monitors metrics related to the State Accountability Rating, Charter First Rating the Charter Performance Framework, meets with frequency to forecast results and ensure a strong performance and reports periodically to the Board of Directors on academic and financial metrics.

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.

The new campus meets the federal definition of a Charter School as defined in Section 4310. As part of the El Paso Leadership Academy, Inc., the new school will be expected to adhere to the charter's mission, vision and values, it's policies for nondiscrimination, student admission and enrollment, and other general policies. The campus leader, in conjunction with the campus' improvement team, will have a high degree of autonomy over it's annual budget allocation, personnel hiring, curriculum and calendar, and day to day school operations. The campus leader will also have primary oversight of the instructional program and will be held accountable for meeting annual student achievement targets.

The autonomy and flexibility at the new campus will far exceed that of our other traditional campus in that the EPLA district is re-organizing its operational structure to develop a more centralized district leadership model, with the campus leadership team operating under the leadership of an Executive Director (a principal with additional CEO responsibilities within its own 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 EPLA Leadership Team will be soliciting input from parents and community members on the implementation and operation of the proposed charter school campus through various means: face-to-face parent night meetings, online and in person surveys, social media posting comments, "Coffee with the Principal" roundtables, and Parent/Teacher/Student/Organization meetings (to name a few). The targeted audience will be families who are currently attending our flagship middle school campus, as well as community family members in the targeted attendance zone of the replication campus. This will allow for the implementation of best practices currently in place and the implementation of new ideas obtained from within the new school demographic boundaries. Once input and feedback is obtained, the school's campus improvement team will analyze the input and develop campus goals which address the identified suggestions and needs. In addition, EPLA will be establishing a Parent/Community engagement volunteer committee to support the campus' leadership team in conducting parent/community meetings designed to provide parents with the tools needed to support an academic growth mindset across the campus community. This committee will meet on a monthly basis with the campus' Executive Director (leader) to assist in the assessment of the progress being made on the established goals. If barriers to progress are noted, the committee will make recommendations for changes/additions/deletions to the goals and will develop future timelines for benchmark assessments of the goals positive trajectory identified.

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.

Grant funds will be used to purchase furniture, fixtures, and equipment (FF&E) for classrooms, administrative offices, and common spaces in the school. The FF&E costs are considered one time start up costs and the school will budget for replacement equipment, as needed, annually with state 420 funds.

Grant funds will also be used to pay for salaries for the campus leadership team during the school's planning and implementation phases (before the start of the school year) and for other campus staff salaries during an extended summer orientation program. Future salaries will be paid primarily from state 420 funds.

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.

EPLA's leadership believes effective parent, family, and community engagement is one of the primary components needed for the successful operations of a charter school campus; the campus should address and support the needs of all of its stakeholders. Therefore, the campus' leadership will solicit input and support from parents, families, and community representatives in the development and support of united vision/mission statements that reflect the identified needs/goals of the school's community. The school's leaders will work side-by-side with stakeholders in addressing curriculum needs, monitoring the fidelity of program implementation, and analyzing the success of identified achievement outcomes. Achievement status updates will be shared during monthly parent engagement meetings, monthly "Coffee with the Principal" presentations, and during monthly campus improvement team meetings. Following the data sharing activities, stakeholder workshops will be conducted to evaluate program/operation effectiveness (based on the data) and brainstorm new ideas/strategies that will continue to move the campus on a positive growth continuum. Identified barriers to positive movement will be workshopped to identify root causes and potential strategies for "next step" implementation. This will be a cyclical process that occurs on at least a quarterly basis. Ultimately, an end-of-year community-based assessment will be conducted to determine what strategies will be implemented for the following school year. This information will be embedded into the new year's campus improvement plan, which will be monitored on a monthly basis by the campus improvement team.

**Statutory Requirements**

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

We will implement a well rounded plan for meeting the transportation needs of our students. The campus will be located in close proximity to local neighborhoods which will allow many of our students to walk to school. Doors will open at least 30 minutes before 8:00 a.m. which will allow parents to drop off their children on their way to work. The city has a robust public transit system and bus passes will be distributed in accordance with board policy to those in need. Access to a robust carpool software program (with an 'uber-like" interface) will be offered and facilitated by the school which will easily match families to other families interested in carpooling. To/From home bus routes will be made available along 1 or 2 routes for students whose needs are not met by other options.

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.

El Paso Leadership Academy is not requesting any waivers regarding Federal statutory or regulatory provisions at this time.

**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.

Not applicable.



**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.

Not applicable.

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.

Not applicable.

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).

Not applicable.

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.

Not applicable.

**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
Not Applicable - No students will be served during the 2020–2021 school year. <input checked="" type="checkbox"/>															
Total Staff	<input type="text"/>	Total Parents	<input type="text"/>	Total Families	<input type="text"/>	Total Campuses	<input type="text"/>								

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
Total Staff	<input type="text"/>	Total Parents	<input type="text"/>	Total Families	<input type="text"/>	Total Campuses	<input type="text"/>								

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
Not Applicable - No students will be served during the 2020–2021 school year. <input checked="" type="checkbox"/>															
Total Staff	<input type="text"/>	Total Parents	<input type="text"/>	Total Families	<input type="text"/>	Total Campuses	<input type="text"/>								

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.			
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

**Equitable Access and Participation**

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

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

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

**PNP Equitable Services**

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



Request for Grant Funds

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

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

\$129,151

**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)

\$759,474

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

\$888,625

PAYROLL COSTS (6100)	BUDGET
Recruitment and Community Engagement Support	\$31,350
Professional Development for Teachers	\$19,475
Leadership & Staff during planning & implementation	\$166,749
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Student Information System	\$30,000
SUPPLIES AND MATERIALS (6300)	
Classroom, Admin, shared space, library, cafeteria and outdoor furniture	\$347,471
Instructional Materials	\$10,000
Technology (chromebooks, laptops, desktops, smartboards, licenses)	\$233,580
OTHER OPERATING COSTS (6400)	
Community Engagement	\$50,000
CAPITAL OUTLAY (6600)	

TOTAL BUDGET REQUEST

\$888,625

**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](mailto: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 \_\_\_\_\_

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

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