



**2021-2023 Charter School Program Grant (Subchapter C and D)**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, April 20, 2021**

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](mailto:competitivegrants@tea.texas.gov)

Grant period from **June 1, 2021 - July 31, 2023**

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	Ector County ISD	CDN	068901	Vendor ID	75-60013620	ESC	18	DUNS	[redacted]
Address	P.O. Box 3912	City	Odessa	ZIP	79761	Phone	432-456-0008		
Primary Contact	Alicia Syverson	Email	alicia.syverson@ectorcountyisd.org			Phone	432-456-0008		
Secondary Contact	Susan Lara	Email	susan.lara@ectorcountyisd.org			Phone	432-456-0074		

**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 **Dr. Scott Muri** Title **Superintendent**

Email **scott.muri@ectorcountyisd.org** Phone **432-456-0000**

Signature  Date **4-20-21**

Grant Writer Name **Alicia Syverson** Signature  Date **4/20/21**

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 the 2018-2019 school year, Ector College Prep received an "F" rating on the State Accountability Report Card. In particular, the student achievement score was 58 (out of 100).	Beginning in July 2021, Ector College Prep will replicate the successful model at Third Future Schools' Academy of Advanced Learning (AAL) in Colorado. The model combines effective direct instruction with highly differentiated lessons and activities to significantly narrow achievement gaps and accelerate learning.
A review of the quality of instruction in the first week of April 2021 reveals that the quality of instruction is low and the staff needs considerable training to become effective teachers.	The staff at Ector College Prep will receive extensive 9 days of professional development during the summer orientation and at least 8 monthly network PD days throughout the year. They will also receive on-the-job coaching and feedback almost daily and be trained in conducting effective PLCs weekly.
Ector College Prep needs stronger and more rigorous literacy and science curricula. Because of the need to educate at least some students remotely, the school also needs e-learning curricula.	Third Future Schools will conduct a comprehensive review of the current academic resources and adopt curricula that are more effective in teaching the TEKS and also purchase electronic curricula such as IXL, Lexia, and Newsela.

**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 June 1, 2022, Ector College Prep Middle School students will grow at least 1.6 times the average U.S. growth in reading, math, and science as measured by the NWEA MAP assessments and using the mean RIT score for each grade, 6 through 8.

**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

All students will take the beginning-of-year (BOY) NWEA assessments in reading, math, and science to establish a baseline for the academic year. Teachers will then use the daily demonstrations of learning (DOL) to assess progress and refine lessons and interventions at PLCs. By the end of the first quarter at least 50% of the students will have progressed on average a full level on our differentiated instruction scale (L, S1, S2, or A).

Additionally, we will know if we are making progress academically if the quality of instruction improves significantly and our instructional model is being implemented with fidelity. By the end of the first quarter, 65% of the spot observations conducted by the end of October by an independent review team will be proficient or higher. [That percentage will increase to 70% by December and 85% by the end of May.]



**Measurable Progress (Cont.)**

Second-Quarter Benchmark

All students will take the middle-of-year (MOY) NWEA assessments in reading, math, and science in December. 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, math, and science.

Additionally, by the end of the second quarter, 70% of the spot observations conducted by the end of December by an independent review team will be proficient or higher. [That percentage will increase to 85% by the end of May.]

Third-Quarter Benchmark

Teachers will continue to use the daily demonstrations of learning (DOL) to assess progress and refine lessons and interventions at PLCs. By the end of the third quarter at least 75% of the students will have progressed on average a full level on our differentiated instruction scale (L, S1, S2, or A).

By the end of the third quarter, 80% of the spot observation conducted by the end of March by an independent review team will be proficient or higher. [That percentage will increase to 85% by the end of May.]

**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 Third Future Schools model being implemented at Ector College Prep uses data daily to continuously improve instruction and assess academic progress. 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, Ector College Prep 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. Students in every core content course take a "demonstration of learning" daily, allowing the teachers to provide more targeted support for students and to engage in focused discussions during the professional learning communities (PLCs). The NWEA assessments also provide information on the success of our instructional model. Should we not see more than average growth on any specific NWEA exam, we will evaluate whether the teacher needs additional support or training or whether the instructional program needs to be modified.

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. Ector College Prep 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 Ector College Prep is not making sufficient progress, the school will provide more relevant, instructional time for the students who need it. This may be after-school tutoring or additional online learning at home. Ector College Prep 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 (2022) through the end of July.



**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 2021–2023 Charter School Program Grant (Subchapter C and D) 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 State Board of Education 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.



**Program Assurances, cont'd.**

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.

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 2021-2022 or 2022-2023 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.
10. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: 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, for the purpose of replicating an existing high-quality charter school, must also comply with the following: 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 (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
  - annually publish its authorizer policies;
  - submit its updated authorizer 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, 2021;
  - 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.



**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 Ector County ISD entered into a partnership agreement on March 24, 2021 in accordance with SB 1882 (contract attached). In accordance with this agreement, Ector County ISD granted Third Future Schools-Texas a subchapter C charter to operate a district campus, Ector College Prep Middle School. ECISD's Board of Trustees is the authorizing agency, and the board of Third Future Schools-Texas holds the charter. The primary purpose of this Agreement is to improve student outcomes by authorizing Third Future Schools- Texas to operate Ector College Prep MS 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 Third Future Schools-Texas is to improve student outcomes at the school by implementing its instructional model. Third Future Schools- Texas has full operational control over the program, budget, staff, curriculum, calendar, and instruction. ECISD'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-Texas buys back certain services from the district, such as campus maintenance and food service. TFS-Texas has a Board of Directors that governs the organization. It has hired an Executive Director and Director of Instruction to oversee the operations of the school.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA), 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 the authorized public chartering agency involved (TEA) 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 Ector County ISD signed a charter contract on March 24, 2021 (attached). Most significantly, the contract outlines key performance goals that Third Future Schools- Texas has agreed to meet. Addendum A-3 to the contract specifies 12 such performance goals and five financial goals, that include the schools ' overall state accountability score, student progress domain, closing the gaps domain, and student academic growth as measured by the NWEA MAP assessments . The contract allows Ector County ISD to terminate the agreement if TFS-Texas fails to achieve academic outcome or financial goals or receives a state academic performance rating of D or F for 3 or more consecutive years. ECISD ' s authorizing policy includes further provisions for probation and revocation. Additionally, Third Future Schools- Texas shares the Student Information System with Ector County ISD and has given ECISD access to all student data. Third Future Schools- Texas also will provide ECISD with a quarterly report on its progress.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality 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 or high-quality 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 IV (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 VIII (Responsibilities) and IX (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 staffing 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 afforded to the other schools in ECISD that do not have a charter contract. Addendum 9 of the contract also outline the services that the school my select or decline.



**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.

Prior to the approval and acceptance of the Charter Contract, Third Future Schools-Texas held several informational and feedback sessions with parents, staff, Board, and District. Because of COVID restrictions these meetings were held via Zoom. Since the signing of the contract, TFS leadership has continued to hold community and staff informational and feedback meetings. Ector College Prep leadership will regularly communicating with families using various methods of communication such as phone calls, weekly Constant Contact, office hours in both Spanish/English and will regularly seek parent input on the operation of Ector College Prep 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 Ector College Prep.

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

TFS's instructional model is highly differentiated and requires rigorous curricula. Thus we plan to purchase a high-quality ELA curricula (Wonders) and electronic media to support the differentiated activities and lessons (IXL, Lexia, Zearn Math, and Newsela). ECPMS will also prepare to teach some students (we estimate approx. 5%) remotely due to lingering COVID concerns and to support students who are not able to attend school due to illness or who are learning during non-school hours. The teaching will be mostly synchronous and thus will require the e-learning equipment to do simultaneous teaching well (webcams, lavaliers, speakers, tripods, USB hubs, projectors, projector carts, etc.). Teachers will also need laptops and the software to conduct simultaneous teaching. TFS-Texas will also have to invest heavily in staff professional development so that they learn the instructional model and can begin to improve the quality of instruction from day one. Professional development will start with a 9-day orientation in the summer and then 10 additional days during the school year. Grant monies will pay for professional developers who are trained in the model to train teachers during the summer orientation and for ECPMS teacher to receive training on-site in Colorado during the school year. ECPMS 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. ECPMS will have to pay recurring costs for the use of the E-learning curricula (i.e., Zearn Math, IXL, and Lexia), 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.

Our first strategy is to extend the hours of operation so that parents have more options for dropping off or picking up their students. Our doors will be open from 6:30 a.m. until 5:00 p.m. and before- and after-school care is free. These hours not only allow parents more options that fit with their work schedule, but also more opportunities to engage with the school. Our "Dyad Concept" is purposefully designed to involve the community in the education of the community's children. All students not only have electives every day, but also have two 90-minute Dyad courses a week. We intend to recruit community members for these courses which include Karate, yoga, photography, graphic design, piano, music, dance, film-making, and more. The Dyad Concept will help the community feel more invested in the education of our students. We will also continue to hold town hall meetings at least every quarter and will host award assemblies tied to several athletic events. Finally, frequent communications from school leaders will keep parents and families in the know and more involved. The school leadership will also organize specific and regular meetings with Dads, Moms, the parent advisory group, the School Accountability Committee, and other stakeholder groups.



**Statutory Requirements**

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

Ector College Prep Middle School will use ECISD's transportation services. Section 8.3.4 of the charter contract notes: "The District shall provide all necessary transportation to and from the School for purposes of regular school attendance." The students attending ECPMS will enjoy the same level of transportation services as they had received prior to COVID. Third Future Schools-TX in partnership with ECISD will provide specially equipped buses for SPED students to ensure optimal accommodations.

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.

Ector County ISD does not anticipate requesting any waivers of Federal or State statutory or regulatory requirements.

**Statutory Requirements, Subchapter C Applicants**

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

9. Describe the educational program\* 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. \*If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

a) TFS-Texas is replicating the award winning model of its flagship school, the Academy of Advanced Learning. AAL's unique instructional model 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 or in small groups 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. b) 6-8 c) The instructional model includes rigorous adherence to great teacher practices called "TFS-Ready" characteristics. It also includes sound practices such as curriculum alignment, demonstrations of learning, differentiated instruction, multiple response strategies, scaffolded supports and use of data. Research-based curricula include Wonders (for ELA), Zearn math, Lexia, and IXL.



**Statutory Requirements, Subchapter C Applicants, cont'd.**

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.

TFS-Texas and ECISD are working in partnership to recruit and enroll students. All of the students in the current attendance zone have priority at Ector College Prep and then the campus will be open to any other student in the District. Transportation is being provided following the pre-COVID procedures. ECP will use the District's student information and enrollment system to send marketing material and registration information to ECISD students. Thus, the District has access to all data regarding recruitment, enrollment, and retention and can monitor TFS-TX activities 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). If the ARD Committee determines that another site in the District is more appropriate for a particular student, the District has agreed to work with the ECPMS to ensure that student will receive appropriate services. ELLs will receive differentiated, personalized instruction.

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 13.10 of the 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. \$30,000 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 systems (PEIMS).

Section 8.3.2 of the charter contract outlines record keeping agreements. Per that section: "The District and OP will coordinate record keeping and compliance with state law. The OP will use the District's record keeping Student Information System (SIS) required by the Texas Education Agency's Public Education Information Management System (PEIMS) data and other collections reporting." Thus, Third Future Schools-Texas has agreed to use the District's record keeping Student Information System (Skyward) which will allow for mutual and accurate data reporting through the Public Education Information Management System (PEIMS). Third Future Schools- Texas will also 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 under agreed upon timeline.

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 13.3 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 10. Timelines for the payments of the funding allocations not reserved for employees at the campus will be disbursed in ten monthly installments on the 15th day of each month, beginning July 15, 2021 and continuing through April 15. Estimated weights will become actual weights in the settle-up process.

Per Addendum 9 of the contract, TFS-Texas may select from a menu of District services and pay the appropriate fee for those services. The District must provide TFS-Texas federal and state grant funding per eligible student. The District may retain 5% of those funds for administrative purposes. Third Future Schools- Texas has initial, sole, and final discretion over the proposed budget for grant funds.



**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 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize								400	400	450					1,250
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>															
<b>Total Staff</b>	101	<b>Total Parents</b>	1,312	<b>Total Families</b>	875	<b>Total Campuses</b>				1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize								430	430	460					1,320
<b>Total Staff</b>	107	<b>Total Parents</b>	1,386	<b>Total Families</b>	924	<b>Total Campuses</b>									

3. Provide the number of students to be served in 2021 -2022 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
Replicating District-Authorize								400	400	450					1,250
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>															
<b>Total Staff</b>	101	<b>Total Parents</b>	1,312	<b>Total Families</b>	875	<b>Total Campuses</b>				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.	Ector County ISD	Ector College Prep Success Academy	068901047
2.	Ector County ISD	Bonham Middle School	068901042
3.	Ector County ISD	Bowie Middle School	068901043
4.	Ector County ISD	Crockett Middle School	068901044
5.	Ector County ISD	Nimitz Middle School	068901046
6.	Ector County ISD	Wilson & Young Medal of Honor MS	068901045
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>			



**Equitable Access and Participation**

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

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

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

**PNP Equitable Services**

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



**Request for Grant Funds**

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

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

**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)**

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
<input type="text" value="30 day salary for Director of Instruction"/>	<input type="text" value="\$12,000"/>
<input type="text" value="30 day salary for Executive Director of Schools (part time)"/>	<input type="text" value="\$7,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	<b>BUDGET</b>
<input type="text" value="Summer 2021 professional development of ECP teachers during 9-day summer orientation"/>	<input type="text" value="\$50,000"/>
<input type="text" value="Teacher professional development during the school year"/>	<input type="text" value="\$60,000"/>
<input type="text"/>	<input type="text"/>

<b>SUPPLIES AND MATERIALS (6300)</b>	<b>BUDGET</b>
<input type="text" value="Curricular materials"/>	<input type="text" value="\$300,000"/>
<input type="text" value="Technology equipment"/>	<input type="text" value="\$270,000"/>
<input type="text" value="Classroom furniture and equipment"/>	<input type="text" value="\$200,000"/>

<b>OTHER OPERATING COSTS (6400)</b>	<b>BUDGET</b>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>CAPITAL OUTLAY (6600)</b>	<b>BUDGET</b>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**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](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 \_\_\_\_\_



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 \_\_\_\_\_



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