



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

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

Application stamp-in date and time

Grant period from

Pre-award costs are not permitted.

Required Attachments

- 1. Federal Definition of a Public Charter School

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
80% of students with autism struggle with life skills, and the national average for people with autism who never hold a job is 58% versus 4% for people without autism.	Greenleaf NCC will implement a workforce development and life skills curriculum based on best practices, domain expertise, and research to develop workforce readiness skills in students with autism and neurodivergent conditions and will foster community partnerships to support students, too.
All students will be tracked to ensure individualized needs are being met through an integrated information and technology system that supports effective communication, operations, & management.	Greenleaf NCC will purchase the software, data management systems, and IT equipment necessary to operate the school with efficiency and to ensure effective, FERPA-compliant tracking of student data and provide training for implementation.
Greenleaf NCC will enroll and serve 50 students by May 31, 2023.	Greenleaf NCC will collaborate with families, educators, transition professionals, vocational rehabilitation counselors, and service providers to identify young adults who could benefit from the school, prioritizing those students transitioning out of Title 1 campuses.

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, 2023, Greenleaf NCC will enroll and serve at least 50 students, of whom 90% demonstrate progress toward IEP goals and at least 75% of whom achieve positive personal growth that is quantified by using an employability/life skills assessment tool and being able to track project-based learning using student information management tools and feedback from community and employer partnerships.

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

Curriculum and program design are in progress. Enrolled students are being served by highly qualified staff. Student management systems, as well as policy, financial, and compliance requirements will be in place in collaboration with the 1882 Partnership working group formed by Austin ISD's Chief of Schools that includes District finance, special education and accountability staff. Board committee and officer roles will be formalized. Community outreach will be ongoing to create partnerships with employers and service providers. The Advisory Board will be jointly appointed.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Evaluation data will drive system-wide improvement and modifications as necessary. Professional development will be ongoing. Student and parent engagement activities will be formalized. The Board will monitor school progress and report to the Austin ISD Board and staff. Project-based learning that matches students with designers, artists, and technology professionals is happening, and student recruitment for the 2022-23 school year will be in full swing.

Third-Quarter Benchmark

Evaluation data will continue to drive system-wide improvement and modifications as necessary. Enrollment will double. Additional staff will be hired as needed. Partnerships with mentors and professionals will expand. Enrichment activities will be developed to augment the student experience, but also to support students who have met their IEP goals and are ready to exit public school.

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.

Because all Greenleaf NCC students will have IEPs, measuring progress against annual student performance goals and comprehensive planning by qualified experts will be standard operating procedure. Greenleaf NCC will use evaluation data to drive modifications and shape the direction of instruction. Ongoing assessments will help determine student ability levels in various areas and will consist of teacher observation, as well as having students and mentors work together to create portfolios of project work. Greenleaf NCC will also use assessment tools that address vocational and transition planning, such as the Arc's Self-Determination Scale and the Employability/Life Skills Assessment (ELSA) to help students, families, and educators identify student strengths and instructional needs. The assessment of program-wide effectiveness will focus on the following areas because success in these areas is what will drive enrollment, organizational culture, and community partnership and employment opportunities:

Education - Student: student progress toward mastery of IEP goals (academic and functional), student satisfaction, student generalization of skills, parent satisfaction, assessment of portfolio work

Education - School: graduation rate, % college and career ready, % accessing post-secondary education, staff and volunteer retention, staff and volunteer satisfaction

Employment: % placement in internships, % in job training programs post-completion, % employed one year post-completion, % alumni employed at three years post-completion

Life Skills (individualized per student): quality of life indicator, survey of students feeling understood, participation in weekly activities, % who identify having 2 or more friends, acquisition of independent living skills, acquisition of independent living skills, acquisition of self-advocacy skills, understanding healthy relationships

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:
 - 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 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.

The Austin ISD Board of Trustees voted on April 27, 2020, to approve an 1882 Partnership with the Greenleaf Neurodiversity Community Center (Greenleaf NCC), a project of Easterseals. The purpose of the partnership is to increase the likelihood of independence for a subset of students who qualify for special education services after the age of 18, that with the right support, make them employable in jobs not currently promoted through the District's existing transition programs. The partnership will be governed by an independent board of directors. Easterseals will be responsible for all aspects of school management, and Austin ISD will hold Easterseals accountable for outcomes and compliance with all applicable laws and policies in accordance with the documents contained in Attachment 2, including the Performance Contract. The governing board will monitor school progress and report regularly to the Austin ISD Board of Trustees and staff. Easterseals has sole authority over the school's budget, hiring, staffing, calendar, and curriculum. Austin ISD will conduct an independent financial audit of the school, separate from the District's independent annual financial audit, also in accordance with the Performance Contract included in Attachment 2.

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.

The 1882 partnership agreement and performance contract that govern the partnership between Greenleaf NCC and Austin ISD were established in accordance with TEA's charter authorizing policy. As per EL (LOCAL), Austin ISD agrees to comply with any TEA Commissioner rules regarding in-district charters and/or 1882 benefits as applicable. The agreement between Greenleaf NCC and Austin ISD outline quality controls and performance metrics related to student academic growth, including those for graduation rate, college, career, and military readiness, enrollment, and attendance. Because this partnership is designed to serve students who have autism and related neurodivergent conditions and who are older than 18, student achievement measures are specifically targeted to this population. Procedures for renewal, non-renewal, and revocation are addressed in the Performance Contract and EL (LOCAL), as well. Austin ISD acknowledges that TEA reserves the right to revoke or not renew a charter based on financial, structural, or operational factors involving management of the school.

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.

Unlike a traditional campus within the District, Greenleaf NCC is governed by an independent board and has sole authority over the school-day schedule and school-year calendar, hiring, staffing, and curriculum and instructional materials, and to approve or amend the school budget, as outlined in the 1882 partnership agreement. Greenleaf NCC is already building a strong team and developing an innovative education plan. Greenleaf NCC will be accountable for outcomes and for compliance with all special education laws and regulations, including extended educational programming, IEP, futures planning, and appropriate staff-to-student ratios. Greenleaf NCC will be less encumbered by several challenges students and their families often face at the individual student planning level in a traditional AISD high school. Greenleaf NCC will have the flexibility and autonomy to support students to further their academic studies while getting the vocational and independent living skills they need and are entitled to under IDEA. Students like these often leave Austin ISD without being career or college ready or take spots in an existing transition program that may offer some level of structure and vocational training that could be helpful, but do not challenge these students academically nor put them on an optimal career path. Greenleaf NCC expects its approach to be an innovative model for other communities to replicate.

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.

Community input and involvement will be encouraged and expected. In keeping with the promotion of self-determination and self advocacy skills, student "voice and choice" will be an important aspect of the Greenleaf culture, as well. Greenleaf NCC has been getting valuable input since its inception from students and families currently participating in its Social Creativity Clubs and has created a process for people with autism to help shape the program, too. Generating input from Ausitn ISD staff and members of the Special Education Advisory Committee is ongoing. The Greenleaf NCC Advisory Board, jointly appointed by the Austin ISD Board and Easterseals Board, will provide input regarding the school's operations and program design, while Greenleaf NCC makes final decisions. Because parents know their children best, Greenleaf NCC will work hard to involve and include parents in the school's activities, as well. Greenleaf NCC plans to work with Austin ISD's Parent Engagement Office to ensure each family has access to supportive case management, and is already working with several community groups and autism-friendly employers. All of these constituencies have influenced the program's direction and will continue to do so.

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.

Grant funds will be used to develop high quality, evidence-based curriculum; acquire equipment, computers, and educational materials; and identify, purchase, and set-up the school's technology infrastructure. We also propose to use funds for community outreach that ensures enrollment targets are met; that hiring, professional development, and school staffing goals are achieved; and that appropriate workforce readiness partnerships are forged with designers, artists, and technology professionals who will be matched with students and special education service providers to drive student-centered learning experiences that focus on creative strengths and interests of students and foster future education and career opportunities. This school is launching a first-of-its kind program for Austin ISD, and there is much to learn from successful models elsewhere and from curriculum design experts and therapists with experience supporting people on the autism spectrum. Greenleaf NCC will supplement its academic curriculum with a life skills curriculum and is exploring the licensing of an evidence-based program developed by by the Southwest Autism Research & Resource Center for adults with autism and related neurodivergent conditions called Learn4Independence®. Greenleaf NCC is engaged in discussions with Austin ISD's Office of Accountability & Assessment to explore how best to implement public education accountability tools and with Austin ISD's Special Education Department for IEP tracking software solutions. The primary source of funding for Greenleaf NCC will be per pupil and weighted per pupil allotment from the State of Texas, and the school will also aggressively seek other public funding sources and raise money from the private sector.

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.

Being an inclusive and welcoming community means family engagement will be an integral part of the school's culture. Similarly, community partnerships and active volunteer involvement will be central to programming at Greenleaf NCC, which further reinforces the need for consistently demonstrating openness and inclusivity in all Greenleaf NCC endeavors. Greenleaf NCC will recruit students by collaborating with families, educators, transition professionals, vocational rehabilitation counselors, and service providers, including local therapy clinics and nonprofits such as VELA, Autism Society, Goodwill, and the Arc, as well as Integral Care and Workforce Solutions. Greenleaf NCC will promote its program options to all AISD high school special education departments and transition specialists and will actively seek student recommendations from them. Priority outreach will target Title 1 schools where families with limited resources have high need for post-high school options to develop marketable skills for their special needs students. Open Houses and outreach started in the proposal development process to engage Austin ISD staff and citizen advisors will continue. Greenleaf NCC will adopt the Families as Partners (FAP) initiative, which is grounded in the principle that authentic engagement flourishes when families and faculty build trusting relationships and see each other as equal partners. Please see more detail in the Parental and Community Engagement section of the 1882 Partnership Application included in Attachment 2.

Statutory Requirements

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

Special needs transportation will be provided to students in accordance with ARD requirements. The school will be centrally located and in proximity to public transportation, as well, and public transportation planning and etiquette will be part of the curriculum.

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.

There are no waiver requests pertaining to federal, state, or local statutory or regulatory provisions.

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.

Students will have autism and/or related neurodivergent conditions, be over the age of 18, have a need for continued vocational and independent living skills development, have talents and interests in creative arts and technology, and a desire to continue their academic pursuits as well as broadening functional skills. The length of time a student is enrolled will vary, depending on the student’s needs and accomplishments as determined by the student’s ARD Committee and its review of the student’s IEP. The academic focus will be on creative arts and technology, and the curriculum will be in alignment with TEKS for Fine Arts and for the Arts and Audio/Visual/Digital Media CTE Career Cluster. Students will benefit from a combination of classroom and community-based instruction and project-based learning will match students with designers, artists and technology professionals. Greenleaf NCC will use the framework for transition services as outlined in IDEA to provide a coordinated set of activities and a results-oriented process using a strength-based approach that focuses on a student’s creativity and interests while also meeting that student’s specific sensory needs. Achievement standards and performance metrics are designed for the students this school targets and are focused on progress students make towards IEP goals, personal growth, and employability.

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.

All Greenleaf NCC students will be special needs students with autism and related neurodivergent conditions who qualify for special education services and have not yet reached the high school enrollment age cap for Texas. Some students may be gifted in some areas, and some will have more complex medical and developmental histories than others or be English learners. Greenleaf NCC will use the framework for transition services as outlined in IDEA to provide a coordinated set of activities and a results-oriented process focused on improving academic and function achievement in the areas of the student's talents, subject matter expertise and interests. Greenleaf NCC is working with the District's transition director on student recruitment and is accountable for outcomes and compliance with all special education laws and regulations. The Board is responsible for monitoring school progress and outcomes and is also responsible for reporting results on a regular basis to Austin ISD staff and the Board of Trustees as stipulated in the Performance Contract.

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.

Easterseals is responsible for administering nonprofit accounting policies and procedures in accordance with GAAP while maintaining strong internal controls and segregation of duties around significant financial and HR functions including financial planning, procurement, payroll, and accounting. Easterseals conducts independent financial audits on an annual basis, and its Form 990 is a public document. The 1882 partnership agreement stipulates financial performance goals, including completion of an annual financial report, receipt of an unqualified audit opinion, and specific consequences in the event that Easterseals does not meet financial performance goals. Additionally, AISD requires submittal of financial statements audited by an independent certified public accountant within 180 days following the end of each fiscal year and retains rights to conduct its own campus audit.

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).

Article XV in the 1882 Agreement addresses record keeping requirements. Greenleaf NCC will prepare and maintain records relating to students and the school in accordance with AISD record requirements and PEIMS requirements, to include demographic data, test scores, discipline records, attendance, staffing levels, and other appropriate information. An 1882 Partnership working group created by Austin ISD's Chief of Schools includes accountability staff that is already working with the Greenleaf NCC team to ensure all requirements are met. Greenleaf NCC will have an on-site PEIMS coordinator to input and manage the PEIMS records, data, and reporting requirements, and the District will provide the necessary training.

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.

Article XIV in the 1882 Agreement Performance Contract included in Attachment 2 addresses financial matters between Easterseals and Austin ISD. Greenleaf NCC will receive the District's usual funds from the State's Foundation School Program that all eligible students within the District receive, plus additional SB 1882 funds. AISD will pay annual funding needs by August 1st of each school year based on projected annual enrollment. The estimated weights will be adjusted to actual weights for purposes of determining the final annual payment, and the amount shall be reconciled six (6) months after the start of the school year and again at the end of the school year. Greenleaf NCC will submit its projected enrollment for the upcoming school year by January 31, which AISD will use to calculate the monthly payments for the next school year. Greenleaf NCC may also be eligible for Federal entitlement grants, such as Title I, as approved by Federal granting agencies. Such funding must be spent as approved and designated by Federal and State agencies.

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
New District-Authorized <input type="text"/>														20	
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="4"/>	Total Parents		<input type="text" value="40"/>	Total Families		<input type="text" value="20"/>	Total Campuses				<input type="text" value="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
New District-Authorized <input type="text"/>														50	
Total Staff	<input type="text" value="7"/>	Total Parents		<input type="text" value="100"/>	Total Families		<input type="text" value="50"/>	Total Campuses				<input type="text" value="1"/>			

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
New District-Authorized <input type="text"/>														N/A	
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text"/>	Total Parents		<input type="text"/>	Total Families		<input type="text"/>	Total Campuses				<input type="text" value="N/A"/>			

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.	N/A		
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>			

Equitable Access and Participation

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

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

Group	<input type="text"/>	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)

PAYROLL COSTS (6100)

BUDGET

Director (assumes 4 months of salary and benefits)	<input type="text" value="\$44,000"/>
Lead Teacher (assumes 4 months of salary and benefits)	<input type="text" value="\$26,400"/>
Operations Manager (assumes 4 months of salary and benefits)	<input type="text" value="\$26,400"/>
Teaching Assistants (assumes 2 @ 2 months of salary and benefits)	<input type="text" value="\$11,400"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Curriculum Development, Special Education, and Evaluation	<input type="text" value="\$200,000"/>
Data Management, IT, and Marketing Services	<input type="text" value="\$120,000"/>
Minor renovations and repair	<input type="text" value="\$20,000"/>

SUPPLIES AND MATERIALS (6300)

Curriculum Supplies (teaching materials, text books, workstations, white boards, A/V tools, partitions)	<input type="text" value="\$60,000"/>
Training Materials (manuals, manipulatives)	<input type="text" value="\$40,000"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Training and Professional Development Conferences	<input type="text" value="\$12,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

Furniture (desks, chairs, book shelves, art tables, music stands, stage and risers, lighting, drafting table)	<input type="text" value="\$130,000"/>
Technology, Telecommunications, Office Equipment (computers, software, printers, telephones, copier)	<input type="text" value="\$110,000"/>

TOTAL BUDGET REQUEST

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

FOR TEA USE ONLY
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