



2022-2024 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, March 31, 2022

NOGA ID

Application stamp-in date and time

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) **are/are not** permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. 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
Doral Academy will improve academic achievement through the integration of STEM Education, STEM literacy, and opportunities for local formal, informal, and industry STEM engagements.	Doral Academy will implement a robust STEM-based curriculum designed to meet the demands of the Math/Science TEKS in preparation for the STAAR assessment through a rigorous program, data driven instruction, and use of collaborative, inquiry-based/problem-solving approaches.
Doral Academy will focus on Early Childhood Literacy to ensure readiness on third grade Reading as measured by TEA's STAAR Assessment.	One of the charter's design elements is providing a rigorous academic program and high expectations. Doral will prioritize the implementation of a high-quality curriculum in PK4 - 2nd grade with the goal that students will be prepared for the demands of TEA's STAAR assessments.
Doral Academy will recruit and retain Highly Qualified Instructional Staff by providing ongoing and research-based support to teachers and by rewarding teacher excellence.	As part of its mission, Doral Academy is committed to Teacher Recruitment and Retention. The charter is applying to TEAs Teacher Incentive Allotment (Cohort E), Mentor Program Allotment, and has submitted an application for the Strategic Compensation Fellowship and Grant in order to support this need.

5. 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.

Doral Academy's SMART goals are:
 1. By Spring 2024, 100% of students will engage in evidenced-based STEM educational practices while striving for equity, diversity, and inclusion. 2. By Spring 2024, 100% of students will participate in formal, informal, and industry STEM-related experiences. 3. By Spring 2024, Doral will increase third grade state average ELAR "MEETS" grade level or above category from 39% to 55% on the Spring Administration of STAAR ELAR assessment. 4. By Spring 2024, 100% of Beginning Teachers (BT's) will receive ongoing Mentor Teacher (MT's) support and 24 hours of PD.

6. 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

Doral Academy will utilize the following benchmarks to measure progress for each goal:
 1. By Fall 2022, 100% of students will be introduced to the 5E Learning Cycle Framework as the model of guided discovery in order to engage in critical-thinking skills. 2. By Fall 2022, 100% of students will participate in formal STEM-related experiences. 3. By October 2022, at least 15% of 3rd grade students will achieve at or above grade level in Reading based on I-Ready Diagnostic #1. 4. By September 2022, 100% of BT's will be assigned to their MT's and BT's will receive a minimum of 8 hours of professional development.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Doral Academy will utilize the following benchmarks to measure progress for each goal:

1. By Winter 2023, 100% of students will be introduced to the Engineering Design Process in order to design solutions to a problem.
2. By Winter 2023, 100% of students will participate in informal STEM-related experiences.
3. By January 2023, at least 35% of 3rd grade students will achieve at or above grade level in Reading based on I-Ready Diagnostic #2.
4. By Winter 2023, 100% BT's will be assigned to their MT's and BT's will receive an additional 8 hours of professional development.

Third-Quarter Benchmark

Doral Academy will utilize the following benchmarks to measure progress for each goal:

1. By Spring 2024, 100% of students will receive instruction through content integration as foundation to STEM education.
2. By Spring 2024, 100% of students will participate in Industry-Based, STEM-related experiences.
3. By Spring 2024, at least 55% of 3rd grade students will achieve at or above grade level in Reading based on I-Ready Diagnostic #3.
4. By Spring 2024, 100% of BT's will be assigned to their MT's and BT's will receive the final 8 hours of professional development.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Doral Academy will use project evaluation data to determine when and how to modify our program. As a data-driven district, Doral Academy will measure student progress on an ongoing basis in order to create individual student learning plans. Teachers will administer formal assessments at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) to measure progress, in addition to, strategic monthly growth monitoring checks. Teachers will also utilize both formal and informal classroom assessments to measure progress on standards currently being taught. Doral Academy is planning to adopt the following assessment instruments:

- I-Ready
- M-CLS-E, M-CLS-S
- Creative Curriculum and Gold Assessment
- Course Assessments

As part of the Continuous Improvement Model (CIM), campus administration will schedule bi-weekly data chats with teachers to analyze data, provide instructional support, and monitor progress towards goals by student and by class performance. If school benchmarks are not showing progress towards our SMART goals, Doral Academy will meet with teachers in order to identify the areas of growth in order to create action plans for improvement to include: teacher professional development in content area strategies, schedule interclassroom visitations, provide class push-in support, create student ability groups for targeted instruction through the use of Differentiated Instruction, the creation of pull-out student intervention groups, and tutorial services will be offered before school, after school, and on weekends, as needed.

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8. 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 2022–2024 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 they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

- 6. 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.

- 7. 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.

- 8. 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.

- 9. 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.

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8. Statutory/Program Assurances (Cont.)

- 10. **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.

- 11. 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, 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.

- 12. 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.

- 13. 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:
 - 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 (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
 - c. annually publish its authorizer policies;
 - d. 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, 2022;
 - 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.

4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

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9. 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.

Doral Academy is a charter school authorized by TEA as Generation 25 Subchapter D, Section 12.101 Open Enrollment school in accordance with State Board of Education rules and policies. As such, Doral Academy will be a Local Education Agency (LEA). The Doral Academy Board will provide the guidance function, which encompasses legal responsibilities, general oversight, planning, policy making, and fiduciary obligations. The board members will carry out their statutory duties associated with operating the proposed charter school efficiently and ethically in compliance with local and all other applicable state and federal regulations. The board will ensure that Doral Academy successfully executes its mission, is fiscally responsible, complies with all applicable state, local, and federal laws and adheres to our charter agreement with TEA.

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 current Charter School Performance Framework (CSPF) outlined in our Generation 25 Charter Application will be one of the essential factors for renewing or revoking our charter. TEA will reserve the right to revoke or renew our charter based on financial, structural, or operational factors involving the management of Doral. We identified two major sets of key performance indicators in the CSPF (academic and financial). Our goals will include overall school ratings (scale score), STAAR achievement and growth targets for each grade level across subgroups. In addition to these metrics, Doral will also include key performance indicators to track attendance, discipline referrals, social-emotional metrics, and student behavior trends. Doral will also set and review academic, financial, and operational performance indicators three times a year. Annually, the CEO will review the performance indicators to ensure success.

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.

According to the charter school laws, Doral Academy has a fully independent governing board that will exercise autonomy in all matters. Therefore, Doral Academy will exercise a high degree of freedom over budget and operations, including independence over personnel matters.

The SBOE awarded the Board of Doral Academy a charter to govern its school autonomously, as evidenced by the day to day decision makers of the campus charter school and their input concerning the school's curriculum, instructional calendar, budget, and daily operations. This autonomy will be above the degree of flexibility and autonomy afforded to traditional campuses within the district.

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9. Statutory Requirements (Cont.)

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.

Because parents and community members play such a huge role in the success of both students and Doral Academy, Doral will have monthly parent and community engagement meetings to obtain input on the implementation of the charter. A Parent Liasion staff member will be hired to provide high quality parental and community engagement trainings. As parents are enrolling their children in school, a parental engagement form will be included to solicit their membership to join the Parent Club. The parental liasion will also visit community businesses, state agencies, non-profit organizations to solicit their partership. A calendar will be created with pre-scheduled topics of discussion generated from an annual parent survey administered at the beginning of each school year. The days and times of meetings may differ based on parental availabilty, language, and/or other needs. Child care will also be provided as needed to encourage higher participation rates.
All parents will be provided information on their child's progress on BOY, MOY, and EOY assessments, to include strategies that can be used at home to provide academic support. Consistent with Lonestar governance, the board will publicly review student outcomes, goals and progress measures on a quarterly basis.

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.

The CSP grant will provide financial support for the planning, program design, and initial implementation for a newly approved Doral Academy. Doral Academy's request of \$900,000 in start up funding to accomplish the purpose, address the quantifiable needs, and acheive the SMART goals outlined in this grant. If approved, the CSP grant funds will be used for the following:
1) The strategic planning, student/teacher recruitment, and initial establishment of a new charter school.
2) The recruitment, development, training of highly talented workforce (adminstrators and teachers who will oversee and implement start up activities and conduct professional developments).
3) Program Design, Curriculum Development and alignment to high academic achievement. We will acquire supplies and materials (furniture, non-consumable instructional material, non-capitalized technology- chromebooks, lpads, Cleartouch panels).
Doral Academy will provide an innovative learning environment to support its STEM focused curriculum and design with the utilization of the purchases of supplies and materials. Doral Academy Board members and the CEO will identify additional financial opportunities and resources to continue the operation and sustainability of Doral Academy, such as traditional FSP and Title Grants.

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.

Doral Academy will implement the following strategies to operate the school by seeking input from all stakeholders and providing a variety of community engagement activities to include:
1) Parent Club- Parent organization to support the school's mission and creation of homeroom parent list
2) Curriculum Family Nights- Monthly parental sessions designed to support the school's curriculum and promote family engagement activities
3) Parent Volunteer Hours- Families will be encouraged to engage in their child's education by volunteering time or by contributing donations that support the school's mission to the class and/or to the school
4) Local Business Partnerships- Doral's Governing Board and CEO will secure STEM-related partnerships to establish mentoring opportunities and summer intership program opportunities for students
5) Parent and Community Workshops- Sessions designed to empower stakeholders to become active participants in their child's learning in all curricular areas

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9. Statutory Requirements (Cont.)

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

Doral Academy will not offer transportation, but will review student transportation needs in accordance with their Individualized Education Plans.

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.

Doral Academy will not apply for waivers of any federal statutory or regulatory provisions.

9. Statutory Requirements, Subchapter C Applicants ONLY

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.

N/A

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9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)

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.

N/A

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.

N/A

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).

N/A

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.

N/A

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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															

Not Applicable - No students will be served during the 2021–2022 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

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	44	110	110	110	72	48	48	50	0	0	0	0	0	0	592

Total Staff **Total Parents** **Total Families** **Total Campuses**

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

Not Applicable - No students will be served during the 2021–2022 school year.

Total Staff **Total Parents** **Total Families** **Total Campuses**

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.	LOCKHART ISD	ALMA BREWER STRAWN EL	028902106
2.	SAN MARCOS CISD	TRAVIS EL	105902105
3.			
4.			
5.			
6.			

Not Applicable - No students will be served during the 2021–2022 school year.

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10. 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"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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12. 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.

Payroll Costs

1.	Campus Administration (CEO and Assistant Principal)	\$15,000.00
2.	Instructional Staff (Teachers and Paraprofessionals)	\$120,000.00
3.	Support Staff (Clerical, Custodial, Counselor, etc.)	\$15,000.00
4.	<input type="text"/>	<input type="text"/>
Payroll Subtotal:		\$150,000.00

Professional and Contracted Services

6.	Professional Development Training for Staff	\$50,000.00
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
Professional and Contracted Services Subtotal:		\$50,000.00

Supplies and Materials

11.	Start Up Technology and Installation	\$204,000.00
12.	Start Up Classroom Furniture and Installation	\$345,000.00
13.	Start Up Non-Consumable Curriculum Textbooks and Tagging	\$101,000.00
Supplies and Materials Subtotal:		\$650,000.00

Other Operating Costs

15.	Marketing (Recruiting students and talented staff)	\$50,000.00
16.	<input type="text"/>	<input type="text"/>
Other Operating Costs Subtotal:		\$50,000.00

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
Capital Outlay Subtotal:		<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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