



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
Bob Hope Schools analyzed data from 72 schools across ISDs in East Harris County (Sheldon, Channelview, Goose Creek, Deer Park, and Pasadena) and six area charter schools. Only 1 elem charter is performing above a "C" rating in East Harris County.	Expanding the number of high-quality charter school seats in East Harris County will provide at-risk and economically disadvantaged students in PreK-5th grades with a rigorous academic program, thereby giving these underrepresented students a greater chance for secondary and postsecondary academic and economic success.
Students in the 5 East Harris County ISDs rarely enroll in advanced academic courses at their middle or high schools, which (along with STAAR data) indicates they are not being prepared for rigorous coursework.	Bob Hope Schools - East Harris County will feature a Montessori Dual Language program, which will help students grow socially, emotionally, intellectually, and physically and prepare them for excellence in secondary school, college, and career.
Districtwide, 84.9% of Bob Hope Schools students are from economically disadvantaged households; 36.9% are English-language Learners; and 41.5% are at-risk of dropping out. Bob Hope Schools' curriculum creates successful learners, regardless of background.	Bob Hope Schools will expand into East Harris County with the intention of enrolling disadvantaged and underrepresented students in its rigorous academic, music, and language program. Sheldon, Channelview, Galena Park, and Pasadena ISDs all have high populations of low-income and English Learner students who will thrive in Bob Hope Schools' proven academic model.

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.

By June 30, 2024--
 A. Pre-Las 2000 Oral Language Development instrument (proficiency in primary language)--
 A1. At least 50% of students in grades PreK and K will score a 3 and 40% will score a 4.
 A2. At least 30% of students in grades 1 and 2 will score a 3 and at least 60% will score a 4.
 B. Tejas Lee and Texas Primary Reading Inventory (TPRI)
 B1. At least 90% of students in grades 1 and 2 will meet criteria.

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

By the end of the first grant quarter:
 A. Pre-Las 2000 Oral Language Development instrument (proficiency in primary language)--
 A1. At least 25% of students in grades PreK and K will score a 3 and 20% will score a 4.
 A2. At least 15% of students in grades 1 and 2 will score a 3 and at least 30% will score a 4.
 B. Tejas Lee and Texas Primary Reading Inventory (TPRI)
 B1. At least 40% of students in grades 1 and 2 will meet criteria.

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

By the end of the second grant quarter:

- A. Pre-Las 2000 Oral Language Development instrument (proficiency in primary language)--
 - A1. At least 30% of students in grades PreK and K will score a 3 and 25% will score a 4.
 - A2. At least 20% of students in grades 1 and 2 will score a 3 and at least 40% will score a 4.
- B. Tejas Lee and Texas Primary Reading Inventory (TPRI)
 - B1. At least 55% of students in grades 1 and 2 will meet criteria.

Third-Quarter Benchmark

By the end of the third grant quarter:

- A. Pre-Las 2000 Oral Language Development instrument (proficiency in primary language)--
 - A1. At least 35% of students in grades PreK and K will score a 3 and 30% will score a 4.
 - A2. At least 25% of students in grades 1 and 2 will score a 3 and at least 50% will score a 4.
- B. Tejas Lee and Texas Primary Reading Inventory (TPRI)
 - B1. At least 75% of students in grades 1 and 2 will meet criteria.

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.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested (STAAR). Additional data will be provided through Teaching Strategies GOLD, CIRCLE/CLI, TELPAS, TPRI, and LAS Links.

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The Bob Hope School-East Harris County Campus Director, supported by other members of the Leadership Team, will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place weekly during the planning period (through May 2023) and monthly during the implementation period (June 2023 – July 2024) as school staff make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Campus Director will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Leadership Team throughout the funding period. Feedback for ongoing refinement of this CSP Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness.

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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:
- 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.
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:
- 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, and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.
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:
- 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, 2022;
 - 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.
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.

Bob Hope School-East Harris County is a campus operated by The Hughen Center, Inc., which has been authorized by the Texas Education Agency as a Generation 14 Subchapter D, Section 12.101 Open-Enrollment Charter School in accordance with State Board of Education rules and policies. As such, The Hughen Center, Inc. is a Local Education Agency (LEA).

The governing body of The Hughen Center, Inc. (2021-22 Board of Trustees) is composed of seven members of the Executive Board, five Board members, and seven Advisory Board members. The Board hires the Superintendent/CEO to manage day-to-day operations, while holding them accountable for metrics set forth in the charter and annually evaluates the Superintendent/CEO against clear metrics aligned to all core functions and responsibilities of that position. The Board evaluates in the areas of Governance and Board Relations, Community Relations, Staff Management, Finance and Operations, and Instructional Leadership.

The Superintendent/CEO reports formally to the Board monthly, providing all requested academic, financial, and regulatory/legal documents to the Board in a timely manner so all members can review the information prior to the meeting. The Superintendent/CEO is the only staff position that reports to the Board.

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.

As a TEA-authorized Generation 14 Subchapter D charter school, Bob Hope Schools is evaluated using the Charter School Performance Framework (CSPF). Academic, Financial, and Operational Performance Indicators Bob Hope Schools is responsible for achieving are detailed in sections 3, 4, 6, 7, 10, and 11 of Bob Hope Schools' Generation 14 charter application (available online at TEA). TEA reserves the right to revoke or not renew Bob Hope Schools' charter based on financial, structural, or operational factors involving the management of the school.

The Bob Hope Schools Board of Directors works with the Superintendent/CEO to consistently monitor accountability requirements using the CSPF and additional metrics requiring data that reports student growth, absolute, and comparative achievement across grade levels, subjects, and subgroups. All monitoring is done in alignment with Bob Hope Schools' mission, vision, and goals and includes consistent, calendar-driven reporting from the Superintendent/CEO to the Board and resulting Board action steps based upon analysis of that data.

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.

Bob Hope Schools - East Harris County will have complete autonomy over budget, operations, and personnel decisions.

Bob Hope Schools - East Harris County is operated by its sponsoring entity, Hughen Center, Inc. As such, there is a clear delineation between Governance and Management responsibilities. The Board hires the Superintendent/CEO to manage day-to-day operations giving autonomy over budget, operations, and personnel decisions to the Superintendent/CEO, and the school staff who are responsible for the day to day decision making.

Such examples of autonomy and flexibility include the selection of all curriculum, a school calendar that has been developed with additional school days and a longer school day, daily and weekly schedules that provide extensive time for teacher collaboration and development, development of interview processes, teacher evaluation systems, and hiring, and selection of operational software such as student information systems and financial software.

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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.

As it has done since its founding, Bob Hope School has made a practice of meeting with families and the community to learn their priorities during the transition to opening a new Bob Hope School in their community, and staff continue to maintain these important connections as students progress from Pre-K through high school graduation. Between the time of enrollment and the start of school, the School Director and teachers meet with each family to share information on what they can expect from the school and the commitment required from the family to ensure a strong partnership.

To ensure ongoing input from parents and other members of the community on school implementation and operation, Bob Hope Schools - East Harris County will conduct parent surveys twice each year, during the winter and spring. We will have a general survey for all parents and additional surveys for families whose children receive Special Education services or are English learners. This ensures a specific feedback loop to each group within our school community. Organized, ongoing, school-based parent involvement activities help build strong relationships between the school and parents, assists in acquiring parent volunteers, helps arrange partnerships with community organizations, assists in the school's communication efforts, and supports a variety of school initiatives as well as provides important, ongoing feedback to Bob Hope Schools leaders and staff.

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 leaders and staff of Bob Hope Schools - East Harris County understand that the purpose of this Charter School Program Grant is to provide financial assistance for the planning, program design, and initial implementation of charter schools and support the growth of high-quality charter schools in Texas, especially those focused on improving academic outcomes for educationally disadvantaged students. All planned activities and expenditures of grant funds, therefore, support the strong preparation and opening of a new Bob Hope Schools elementary (pre-K through 5) campus in East Harris County.

As detailed in the budget summary on page 10, Bob Hope Schools is requesting a total of \$900,000 in three budget categories: \$116,000 in PAYROLL and fringe; \$42,000 in PROFESSIONAL AND CONTRACTED SERVICES; and \$742,000 in SUPPLIES AND MATERIALS. No OTHER OPERATING COSTS or CAPITAL OUTLAY costs are being requested.

To maintain financial sustainability after the grant period ends, Bob Hope Superintendent/CEO, as supported by the Board and other financial and school staff, will identify additional resources and coordinate funding from federal, state, and local funding for student and school needs as permitted by law and regulatory guidance. Examples of FEDERAL funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of STATE funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding. Bob Hope Schools will also seek to develop relationships with PRIVATE funders as well.

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.

Bob Hope Schools - East Harris County will support the use of effective parent, family, and community engagement strategies through multiple channels. Each MONTH, families will receive an email update and a check-in phone call from the School Director or their Secretary to answer questions, solicit input and feedback, and address concerns. Families will be invited to monthly social or academic events, including Parent Orientation the week prior to school opening and monthly parent and community events. These events will encourage family engagement in developing social and emotional skills, practicing academic skills, and understanding how to support their children in a rigorous dual-language academic environment. Teachers will communicate with parents via WEEKLY emails, classroom planners, monthly newsletters, the School Messenger app, texts, and phone calls. Each QUARTER, parents and community members will be invited to celebrate student academic achievement such as reading level advancement, achievement of personal goals, growth on standardized assessments, and other achievements such as perfect attendance, positive work habits, and behavior. The school will also use social media channels to connect with families, community members, and other supporters. All communications will be available in English and Spanish, and translators will be provided as needed.

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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.

Bob Hope Schools - East Harris County will offer transportation services (2 school buses) for the general population residing more than 2 miles from campus. Additionally, the ARD Committee will review transportation needs of students with disabilities as may be outlined in their Individualized Education Plans (IEPs). When the ARD Committee finds transportation is needed in order for students to receive a Free and Appropriate Public Education (FAPE), Bob Hope School - East Harris County will provide appropriate transportation options for the student. This may include direct transportation services in a specialized bus or vehicle.

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.

N/A - Bob Hope Schools is not requesting waivers.

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 - Bob Hope Schools is not a Subchapter C charter school.

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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 - Bob Hope Schools is not a Subchapter C charter school.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

N/A - Bob Hope Schools is not a Subchapter C charter school.

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 - Bob Hope Schools is not a Subchapter C charter school.

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 - Bob Hope Schools is not a Subchapter C charter school.

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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
Replicating District-Authorize															
Not Applicable - No students will be served during the 2021–2022 school year. <input checked="" type="checkbox"/>															

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
Replicating District-Authorize	100	60	60	60											280

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
Replicating District-Authorize															
Not Applicable - No students will be served during the 2021–2022 school year. <input checked="" type="checkbox"/>															

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.	Pasadena ISD	Thomas Hancock EL	101-917-148
2.	Sheldon ISD	Garrett EL	101-924-111
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>			

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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" value="2,860"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="2,860"/>
4. Total current-year grant allocation	<input type="text" value="900,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="900,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="315"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	Professional staff extra duty pay to attend professional development outside of school time	\$60,000
2.	Support staff extra duty pay to attend professional development outside of school time	\$40,000
3.	Employee benefits @ 16%	\$16,000
4.		
Payroll Subtotal:		\$116,000

Professional and Contracted Services

6.	Contracted Montessori curriculum and instructional trainers for teachers and aides - 20 days	\$42,000
7.		
8.		
9.		
Professional and Contracted Services Subtotal:		\$42,000

Supplies and Materials

11.	Curriculum materials (Montessori, reading, etc.)	\$180,000
12.	Technology (tablets, laptops and carts, document cameras)	\$385,000
13.	Furniture for classrooms (tables, desks, chairs, shelves, etc.)	\$177,000
Supplies and Materials Subtotal:		\$742,000

Other Operating Costs

15.	NONE REQUESTED	
16.		
Other Operating Costs Subtotal:		

Capital Outlay

18.	NONE REQUESTED	
19.		
Capital Outlay Subtotal:		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED: \$900,000

For TEA Use Only:

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

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

For TEA Use Only:

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