



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:

Application stamp-in date and time

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Enrollment has decreased in 2019 by 13%. The projected enrollment for 2021-22 is 263 which is down 43%. By the end of the grant period, enrollment needs to be at 375 students. In 2018-19, the daily attendance was 96%.This needs to increase to 97%.	The operating partner (TCIS) for Cisneros Leadership School for Boys will provide the PYP program with a focus on boys’ leadership to support increased enrollment and elective choices. Cisneros will promote its newly added offerings through a focused, robust marketing campaign and community engagement efforts to increase enrollment and attendance.
The 2018 Accountability Rating for Cisneros was “Met Standard” with a scaled score of 72 for Student Achievement. In 2019, the Accountability Rating was a “C,” with a scaled score of 70 for Student Achievement.	Through the implementation of the IB programs and focus on single gender instruction, students will be engaged in rigorous, transdisciplinary, and inquiry-based learning. Students will work individually and collaboratively, using a variety of resources to explore, solve and present learning.
In 2020-21,on the District Read. Benchmark students in 3rd scored: Approaches-49% & Meets-9% 4th: Appro.-25% &Meets- 10%, 5th: Appro.-39% & Meet 23%. This needs to increase by at least 10% in all categories.	To improve student performance in reading & writing, Cisneros will provide high-quality professional development in literacy. Through instructional best practices using IB Units of Inquiry and collaborative learning spaces. This will increase engagement in the reading & writing process, thus improving their skills.

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 the end of the grant period (July 31, 2023), 40% of all 3rd - 5th grade Cisneros students will score “Meets” or above on STAAR reading. Cisneros will have an enrollment of at least 256 students in SY 2021-2022 and 375 by the end of SY 2022-2023.

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 quarter of the grant period, Cisneros will complete the following:

1. Purchase of 100% of instructional resources, technology, and furniture.
2. Increase average daily attendance rate to 97%.
3. 100% of staff will be trained in International Baccalaureate (IB) Primary Years Program instructional practices, with immediate implementation.
4. Application for IB candidacy will be completed.
5. Initial marketing for increased school enrollment will be completed through TCIS.
6. To establish a performance baseline, 100% of students in 3rd-5th will complete the BOY MAP Reading Assessment.

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

By the end of the second quarter of the grant period, Cisneros will complete the following:

1. Deliver, install, and otherwise implement 100% of purchased instructional resources, technology, and furniture to support progress toward SMART Goal(s).
2. Cisneros will maintain an average of 97% daily attendance rate.
3. School administration and IB Coordinator, in conjunction with TCIS, will develop a 3-year plan for professional development to be provided on campus and through the International Baccalaureate.
4. To establish a performance baseline, 100% of students in 4th and 5th grade will complete the MOY MAP Assessment for Reading.
5. All students in 3rd grade will show an average of 10% growth in reading, as measured by the EOY mCLASS Assessment.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, Cisneros will complete the following:

1. Student enrollment will be maintained at 97% daily attendance rate.
2. In conjunction with TCIS and the International Baccalaureate, a date will be set for the IB Authorization visit, and campus-wide program authorization.
3. To establish a performance baseline, 100% of students in 4th and 5th grades will complete the BOY MAP Assessment for Reading.
4. To establish a performance baseline, 100% of 3rd grade students will complete the BOY mCLASS Assessment for Reading.

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.

In conjunction with the 1882 Partner, TCIS, the Principal and IB Coordinator will be responsible for monitoring the attainment of goals and objectives of the Cisneros Leadership School for Boys Program Start-Up grant project. The following data points will be used to measure our progress towards our quarterly benchmarks and SMART Goal attainment:

1. Student Enrollment: Review of student registration reports via the district's online software system to assess growth towards enrollment goals. Based on these reports the campus and TCIS will implement recruitment strategies to include such marketing activities as flyers, brochures, information booths at community events, block walks, advertisements, and school-based events. In addition, the school will use exit surveys to poll parents on reasons for leaving the school.
2. Student Attendance: Review of student attendance reports via the district's online software system to assess growth towards attendance goals. Based on these reports the campus and TCIS will implement recruitment strategies to include such marketing activities as flyers, brochures, information booths at community events, block walks, advertisements, and school-based events. In addition, the school and TCIS will work to implement attendance incentives.
3. Student Achievement: Review of student achievement data such as mCLASS, NWEA MAP, district benchmarks, and IB formative and summative assessments will monitored regularly. If students are not showing mastery of content, skills and objectives, classroom teachers will provide ongoing and targeted interventions. Interventions will be provided to students using a variety of modalities and settings. Students requiring interventions will be monitored through teacher tracking of progress.
4. Student Growth and Teacher Efficacy: Student growth towards content mastery will be done through periodic review of student portfolios, intermittent assessments such as mCLASS and MAP, IB classroom-based assessments that are not limited to paper/pencil. Lack of student growth will be addressed through student interventions. In addition, teachers will receive targeted professional development and coaching to build their instructional toolbox and increase their self-efficacy. To increase and improve teacher observation and feedback from the instructional leaders, the campus will continue to use observation feedback protocols for feedback and coaching sessions. In addition, the campus will continue to implement the campus PLC protocols to address student progress/growth.

Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021–2023 Charter School Program Grant (Subchapter C and D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

Program Assurances, cont'd.

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

9. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
- Maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2021-2022 or 2022-2023 school year; and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.
10. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
11. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
 - annually publish its authorizer policies;
 - submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2021;
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The district administration's role is to develop the agreement between the district and the Operating Partner (OP) and ensure all provisions are in place to execute the charter. Administration ensures the following documents accompany the charter agreement: The district's charter policy to ensure alignment to state and federal charter policies. A list of adopted school policies, to include local district or operating partner policies and bylaws that will govern the new district charter campus. A defined list of student outcome goals that the OP must meet in order to maintain charter status with the district. In addition, to the student outcome goals, financial performance goals must also be agreed upon to ensure solvency of the charter. Performance consequences outline the sanctions that the district can place on the OP when the performance ratings are not met and the consequences for not meeting the student outcome goals. The OP's charter proposal or application is reviewed by the Edgewood Partnership Application Review Committee, using the Edgewood Partnership Application Evaluation Rubric. A district fees and services menu that outlines the costs for all district services to be rendered to the OP as well as the year one campus budget is included. The agreement also outlines policies and restrictions on nepotism and a list of the OP's governing 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.

Attachment #5

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.

Attachment #6

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.

Parents and members of the community had the opportunity to complete surveys to give feedback on what a quality school looks like and the type of school that would best prepare the children in the community for success in life. Discovery Nights were held virtually for community members to attend and preview the model of what the campus would look like. Parents and community were grouped into break-out rooms that provided details about campus curriculum, instructional delivery model, extra-curricular opportunities and a chance to speak with the principal and school staff. The community could ask questions and provide feedback as well. During the school year, two surveys will be administered to students, faculty and parents on school culture and climate. Each group will be asked an array of questions via a Qualtrics survey platform in order to mathematically identify trends among and between groups. The Campus Leadership Team and OP will then collaborate to address any gaps that are found in the data and plan to continue successful initiatives.

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 campus will expend grant funds to implement the instructional delivery model International Baccalaureate program. All staff will be provided with IB professional development and certification. Staff will also receive professional development in single-gender instructional activities and social emotional support strategies. Staff will also participate in dual language professional learning, as this is an integral part of the IB model. The campus classrooms and amenities will also be provided with upgraded technology and innovative student furnishings to support the IB model. The campus library will also be redesigned to enhance student collaborative workspaces, multiple research access points, independent study, and upgraded literature supports. A new outdoor learning area will be provided as an additional learning avenue. The entrance to the campus will be strategically designed to support the IB program model as well as the addition of collaborative teacher planning spaces. In order to maintain financial sustainability, the campus operating partner plans to implement an aggressive student recruitment marketing campaign to increase enrollment and access to the campus. The operating partner will also actively pursue additional grant opportunities and external partnerships.

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.

Communication and stakeholder involvement are outlined in the International Baccalaureate Standards and Practices. In addition to the IB requirements for communication and stakeholder involvement, TCIS IB schools communicate weekly to parents, to students, and to faculty/staff. TCIS leaders are included on the communications with parents and faculty. Included in these communications are opportunities for parent and community involvement. This provides a consistent structure for parent and community communication and involvement. Parent involvement in IB schools is so much richer than a framework. Primary Years Program and Middle Years Program schools schedule student led conferences where the student walks the parent through the student's portfolio in the PYP and the student's self-reflections in the MYP. Schools also schedule events celebrating cultures and mother tongues. The PYP exhibition and MYP Community Project are open to the parents and community. The IB Coordinator for the campus will develop the school's unique events. IB is also a worldwide community. TCIS IB schools will have access to ideas from around the world through the Toddle online platform. Ideas will also be available through the IB website and the TIBS website. Finally, TCIS IB schools' network will collaborate and share as well as develop local partnerships. Teams of teachers, administrators, and parents are required to do site visits. These visits will provide many ideas for the schools and community connections.

Statutory Requirements

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

Transportation will be provided to all students who live two or more miles from their chosen school. This includes students who enroll at the proposed charter school campus that may not reside in their designated attendance zone. This applies to all in-district students.

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

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.

Attachment #7

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.

EISD will monitor the campus in these specific areas using our Organizational Performance Framework (OPF), in addition to rating the campus using our School Performance Framework (SPF). These documents provide clarification for our OPs on the cadence and expectations of EISD’s innovative partnerships. The monitoring process includes school site visits, as well as the collection and review of data from the campus evaluation framework. This framework specifically addresses the areas of campus recruitment, enrollment, and retention of all students, as well as evaluates specific academic indicators such as meeting the needs of all learners with specific measures addressing children with disabilities and English learners. The partner management and monitoring guides make clear what data and/or evidence is due when, and to whom. Monitoring site visits by our innovation department (the authorizer) will be both planned and unplanned. Our OPs are also provided with the Effective Schools Framework in order to prepare them for what is evaluated during a site visit.

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.

Attachment # 8

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).

The campus will provide the information via a district provided electronic form with required attachments submitted via email to designated staff quarterly and/or as appropriate to state reporting timelines. The calendar of reporting dates will be provided to all campuses at the beginning of the current school year. Per our performance agreement, the OP shall maintain a records management system that conforms to the system required of school district under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted there under; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of this Agreement. OP shall report timely and accurate information to the District as necessary for the District to comply with all applicable state and federal requirements.

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.

Attachment #9

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		40	40	40	70	85	85								360
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="44"/>	Total Parents		<input type="text" value="427"/>	Total Families		<input type="text" value="256"/>	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		60	60	60	60	95	95								430
Total Staff	<input type="text" value="44"/>	Total Parents		<input type="text" value="497"/>	Total Families		<input type="text" value="363"/>	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	3	11	13	14	8	5	11								65
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="44"/>	Total Parents		<input type="text" value="427"/>	Total Families		<input type="text" value="256"/>	Total Campuses				<input type="text" value="1"/>			

4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the [All Campuses by Rating](#) link for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Edgewood ISD	L. B. Johnson Elementary	15-905-109
2.	Edgewood ISD	Stafford Elementary	15-905-114
3.	Edgewood ISD	Loma Park Elementary	15-905-112
4.	Edgewood ISD	Alonso Perales Elementary	15-905-106
5.	Edgewood ISD	Winston Elementary	15-905-116
6.	Edgewood ISD	Roosevelt Elementary	15-905-113
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)	\$25,000
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)	\$875,000
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	\$900,000

PAYROLL COSTS (6100)

BUDGET

Extra duty pay for professional development	\$116,820
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	\$109,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Instructional Supplies	\$100,000
Equipment	\$512,900
General Supplies	\$9,280

OTHER OPERATING COSTS (6400)

Travel	\$52,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

TOTAL BUDGET REQUEST \$900,000

