



**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](mailto: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

Digitally signed by Andrea Perez  
 DN: cn=Andrea Perez, o=BASIS Texas, ou=Superintendent,  
 email=andrea.perez@btxschools.org, c=US  
 Date: 2022.03.30 13:30:08 -0500'

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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**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
Recruit and retain students to meet student enrollment targets (see Program Requirements on p10 of this grant application for enrollment targets).	Provide funding for marketing and advertising efforts to support strategic and effective recruitment efforts. A diverse marketing strategy which includes digital/ social media advertisements, radio advertisements, print advertisements, and other methods will be deployed to help achieve the enrollment goals.
Recruit, develop, train, and retain a high-quality faculty and staff to prepare for the school opening and ultimately deliver a high-quality education to students served at this campus.	Emphasis is placed on identifying and recruiting the best-qualified faculty, and ensuring that high-achieving faculty and staff persons are consistently provided professional growth opportunities. BASIS faculty will be provided training specific to BASIS curriculum, pedagogy, and instructional systems.
Purchase instructional materials, furniture, fixtures and equipment needed for the campus.	Provide funding to support the acquisition of required classroom equipment, school fixtures, instructional supplies and materials, and tools to support the implementation of high-quality education programming.

**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 end of school year 2023-24, 85% of students in all STAAR tested grades and subjects will achieve Approaches Grade Level Performance, 60% will achieve Meets Grade Level Performance, and 35% will achieve Masters Grade Level Performance on the STAAR assessments.

**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**

06/14/2022 – 12/31/2022 (Planning phase - prior to opening of campus)  
 Conduct marketing and events to ensure successful Open Enrollment period in fall 2022 for student recruitment. Hire and onboard Head of School for this campus. Identify other members of the school's leadership team. Develop strategy for spring hiring season.  
 Initiate procurement process as appropriate for instructional materials, furniture, fixtures and equipment needed for the campus.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

01/01/2023 – 06/30/2023 (Planning phase - prior to opening of campus)  
 Continue student recruitment efforts to ensure the campus opens at or above year 1 enrollment targets.  
 Hire the additional faculty and staff needed for pre-opening and year 1 operations. Plan BASIS summer institute training.  
 Procure instructional materials, furniture, fixtures and equipment needed for the campus.

**Third-Quarter Benchmark**

07/01/2023 – 01/31/2024 (Campus opens August 2023)  
 Conduct BASIS summer institute training.

All students who failed a portion of the STAAR 2023 will be identified and targeted for interventions. The school will administer benchmarks to determine baseline academic performance. These assessments will identify additional at-risk students in the areas of math and reading. Academic support plans will be created and implemented for these students.

**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.

Student recruitment: Reevaluate needs and/or strategy based on advertising analytics, community response, and enrollment progress; growth and marketing teams meet regularly to discuss project status and unforeseen challenges for all goals and adjust accordingly.

Faculty/Staff recruitment: Reevaluate needs and/or strategy based on hiring progress; growth and HR teams maintain regular communication.

Procure instructional materials, furniture, fixtures and equipment: Reevaluate needs based on facility and enrollment adjustments as needed.

Student outcomes: Prior to the beginning of the school year, we review STAAR data and create strategic academic plans for students at risk of failing. As a data-driven network, we also collectively analyze data from other measures to identify areas for growth for students, content areas, grade levels, and campuses. This data allows schools to compare results across the network and share best practices should a particular campus not be meeting its goals. In the given benchmark intervals, if students are not trending to meet their goals, administrators will use this data to adjust plans and instructional strategies as needed with teachers during their regular team meetings. Our two-teacher model in grades K-3 especially allows for these adjustments as teachers are able to provide targeted interventions individually and in small groups. Students not progressing as expected in grades 4 and up receive additional support during their study hall periods and have access to teachers after school during group tutorial sessions. Our campus is also outfitted with a variety of intervention curricula to meet students' needs should additional or alternative resources be needed. Each summer, school administrators participate in network-wide professional development that focuses on using data to inform instruction and improve results.

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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:

- 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.

BASIS Texas Charter Schools, Inc. (BTCSI) is a nonprofit organization providing a network of high quality public charter schools in Texas and has been operating since school year 2013-2014. BTCSI currently serves in excess of 3,000 students across seven campuses, four primary schools and three upper schools. BTCSI has a well-distinguished Board of Directors. The Board of Directors has employed a Superintendent and an Executive Director to meet its fiduciary responsibilities. Both are located in San Antonio, Texas, and bring over 20 years of combined experience in the education industry.

BASIS Texas Charter Schools, Inc. has entered into a service agreement with BASIS.ed to provide certain services, such as Growth Development, Financial, Compliance, Curriculum, Human Resources and Technology. The BASIS.ed CEO has over 20 years of experience in education. The BASIS.ed Texas Office includes the Vice President of Growth, Senior Director of Planning and Development, Associate Vice President Human Resources and Talent Acquisition and Vice President of Academics who provide direct support to each campus Head of School and Head of Operations and work to ensure all BASIS Texas Charter Schools meet requirements. The Superintendent and Executive Director work closely with BASIS.ed to prepare routine reports to the BTCSI Board of Directors and various external agencies.

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.

BASIS Texas Charter Schools’ consistent level of success stems directly from our highly skilled and passionate subject-expert teachers and their use of the BASIS Charter School Curriculum. We understand that the performance of our schools in the state’s accountability system will be one of the most important factors of the school’s charter. In 2019, BASIS Texas Charter Schools was among the highest-rated districts in Bexar County with an overall rating of an “A”, a score of 98 out of 100. The BASIS Texas Charter School campuses meets or exceeds the state average in most subjects and grades, and has earned a number of distinction designations in 2019. Texas Education Agency rated BASIS Texas Charter Schools with an overall performance score of an “A” in student achievement, school progress and closing the gaps, which positions current and new BASIS Texas Charter Schools with high performance achievement levels. BASIS Texas Charter Schools have an "A"-“Superior” FIRST rating by the Texas Education Agency based on fiscal year 2020 data, which positions us with high financial strength.

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.

The campus will be consistent with the federal definition of “charter school” under Public Law 114-95, Title IV, Part C, Section 4310 and BASIS Texas Charter Schools, Inc. contract with the Texas Education Agency. BASIS Irving Primary campus will maintain a high degree of autonomy over its financial, logistical, and educational operations, as well as personnel decisions. We will adhere to public school requirements according to charter school terms. The BASIS school managers typically include a Head of School, a Head of Operations, a Director of Student Affairs, and a Director of Academic Program. The Head of Operations manages facilities, human resources, finance, accounting, events, and logistics. The Head of School hires and manages academic personnel, academic/curriculum services, student performance/processes and reports. Teachers have the autonomy to present subject matter in their own creative and engaging ways, with accountability for outcomes

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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.

BASIS Texas Charter Schools, Inc. values community outreach and input. We will start hosting information sessions, coffee chats, parent panels, and other similar events for this campus in late summer 2022. These events will create opportunities for the community to learn more about BASIS Texas Charter Schools and to interact with BASIS leaders and teachers. All of these events include opportunities for Q&A and interactions with members of the community. These events could be in-person, virtual, or hybrid depending on the current situation with the pandemic and how the community responds to different event settings. In addition, the school's Head of School, Registrar, and others will devote time to reach out to individual families via phone and email to answer questions, gather input, and address any concerns. The school will create and rely on its Booster Club, a parent volunteer organization that acts as the "social glue" between the families at the school. Once the campus is operational, an online Parent Portal will provide a direct line from parents to the school and parent surveys are conducted to solicit formal feedback from families.

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.

BASIS Irving Primary campus has a development plan and team that is confident to continue the operation of a successful high-quality charter school campus. BASIS Texas Charter Schools, Inc. is prepared for the operation. Financial sustainability is solid along with steady enrollment growth and outstanding student achievement. BASIS Texas Charter schools have an "A" Superior rating on Charter FIRST, by the Texas Education Agency based on Fiscal Year 2020 data, which positions us at a solid sustainability level. Planned expenditures are for student recruitment, furniture, fixtures, equipment, and technology set-up and equipment for teachers and students. These planned activities address the needs of facility and instructional equipment and materials, open enrollment, and implementation of IT infrastructures. Financial sustainability during the grant period and thereafter are not limited to the following: Texas Education Agency through the School Foundation Fund based on student count and growth. The Individual Disability Education Act (IDEA) related to students with disabilities, ESSA Consolidated Funds for Title II and III related to professional development/ program enhancements, school fund raising, a network-wide Annual Teacher Fund structure, and other grants will support sustainability. The Superintendent and Executive Director roles actively engage in the community to ensure continued financial interest and sustainability. We will join in the local initiatives. BASIS.ed will provide support through the Finance Division, Grants Development, Curriculum, Marketing, HR, and Technology to ensure full sustainability.

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.

Engagement activities for BASIS Irving Primary are numerous. BASIS Texas Charter School, Inc. actively interface with community members, businesses, and philanthropy groups building relationships for future support and input into campus operations. BASIS.ed Texas Central Office provides feet on the ground in Texas to strengthen the growth and operations of BASIS Texas Charter Schools. School leadership will engage in dialogue with parents on individual student needs as well as school-wide operations. Additional communication for Parents/Guardians is through the School's Parent Square Directory, an electronic system in which issues or concerns, or questions can be exchanged. Every time school personnel interact with parents in-person or electronically, or through social events, that dialogue is valued and considered in the school's operation for continued improvements. School surveys throughout the year to Parents/Guardians will provide data to guide the decisions of senior leadership as they engage in on-going communications with community members and stakeholders. The results help school leadership in addressing improvements and development of additional solutions. Throughout the school year and largely during summer months, school leadership engage in planning and consideration of input to make a responsive school to the community.

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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.

At this time, BASIS Irving Primary campus is not planning to provide transportation services. Parents/Guardians are responsible for dropping off and picking up their students on a daily basis throughout the school year and during summer/break sessions. The Parent/Student Handbook outlines the transportation and designations for pick-up and drop-off locations and procedures. However, the campus will provide transportation to any special education student, if it is a required service in the student's individualized education program (IEP).

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.

At this time, there are no requests for waivers of any Federal statutory or regulatory provisions for operating BASIS Irving Primary campus. BASIS Texas Charter Schools will fully comply as well as timely meet the terms, required assurances, and conditions of RFA 701-11-108; applicable laws, and all commitments made in the Charter Holder's application and will fully cooperate with Texas Education Agency.

**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 2022–2023.

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 2022–2023 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 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized		60	60	60	60	60	60								360

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

3. Provide the number of students to be served in 2022 -2023 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 2022–2023 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.			
2.			
3.			
4.			
5.			
6.			

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

5. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a [Qualified Opportunity Zone](#).

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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**

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

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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.		
2.		
3.		
4.		

**Payroll Subtotal:**

**Professional and Contracted Services**

6.	Lease Employee Start-up payroll	\$220,162
7.		
8.		
9.		

**Professional and Contracted Services Subtotal:** \$220,162

**Supplies and Materials**

11.	Classroom Supplies	\$114,103
12.		
13.		

**Supplies and Materials Subtotal:** \$114,103

**Other Operating Costs**

15.	Advertising/Marketing	\$180,000
16.		

**Other Operating Costs Subtotal:** \$180,000

**Capital Outlay**

18.	IT Equipment and Computers	\$156,394
19.	Furniture, Fixtures and Equipment	\$229,341

**Capital Outlay Subtotal:** \$385,735

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:** \$900,000

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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](mailto:competitivegrants@tea.texas.gov). Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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"/>	
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