



2021-2023 Charter School Program Grant (Subchapter D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, January 19, 2021

Authorizing Legislation

NOGA ID []
 P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

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

Application stamp-in date and time

Grant period from **April 1, 2021 - July 31, 2023**

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

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
Financial and Student Information System (SIS) that is Texas Compliant	This grant funds allow for the purchase of a high-quality Financial and Student information System that is Texas compliant. Training regarding these software will allow for accurate TSDS PEIMS submissions including but not limited to: Fall, Mid-Year, Summer, Extended, ECDS, SPPI-14, Classroom Roster, SELA & Waitlist.
Recruit, Develop and Retain a talented workforce	All teachers will have the knowledge, skills and ability to identify, evaluate and support all student to help attain the student's goals. Professional Development will be front loaded in the academic school year and continue throughout the year. Teacher planning periods will be coordinated by grade level.
Develop Parental, Community Engagement and Public Support Furniture, Electronic/Technology Devices	Doral Academy of Texas will develop a Parental and Community Engagement web-portal to provide academic student achievement data and include rigorous academic resources for parent in various languages. Grant funding allows for the purchase of furniture, electronic/technology devices and will be purchases in accordance will purchasing guidelines

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.

The percent of students that score "on grade level or above" on the STAAR reading and math exam will increase from 40% beginning of year in 2022-2023 ti 55% end of year 2022-2023

Note: Prior to COVID-19, approximately 45% of students in Texas read at grade level or above the STAAR, with similar results for math. In formulating our STAAR SMART goal beginning of the year baseline of 40%, Doral Academy of Texas reviewed STAAR data from surrounding school districts, as well as TEA data indicating that learning loss due to COVID-19 is anticipated to result in a 10% decline in STAAR results. Our SMART goal is designed to be attainable, while stretching school system leaders and teachers to continuously improve student results.

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

- 100% of students in grades 1-3 have completed the *NWEA Map Reading beginning of year (BOY) assessment
- 100% of students in grades 1-3 have completed the *NWEZ Map Math beginning of year (BOY) assessment
- 100% of students in grade KG have completed the TKEA or mCLASS beginning of year (BOY) assessment
- 100% of teachers have received T-TESS rubric Professional Development instruction with focus on: planning, instruction, learning environment, and professional practices and responsibilities
- 100% of teachers have engaged in weekly work groups to develop TEKS & STAAR aligned lesson planning & student assessment results evaluation

*or other state approved research based assessment

Measurable Progress (Cont.)

Second-Quarter Benchmark

- 100% of students in grades 1-3 have completed *NWEA MAP Reading Mid-Year Assessment
- 100% of students in grade 1-3 have completed *NWEA MAP Mathematics Mid-Year Assessment
- 75% of students in grades 1-3 tested will see growth on Mid-Year *NWEA MAP Reading as compared to BOY assessment
- 75% of students in grades 1-3 tested will see growth on Mid-Year *NWEA MAP Math as compared to BOY assessment
- 100% of students Individual Support Plans will be created for student that have low to no growth on MOY assessment
- 100% of teachers with students not making progress between BOY and MOY assessment will receive T-TESS related PD
- 100% of teachers will engage in weekly work groups to develop TEKS & STAAR aligned lessons & student results evaluation
- *or other state approved research based assessment

Third-Quarter Benchmark

- 100% of student in grades 1-3 have completed *NWEA MAP Reading End-Of-Year (EOY) assessment
- 100% of student in grades 1-3 have completed *NWEA MAP Mathematics End-Of-Year (EOY) assessment
- 85% of students in grades 1-3 tested will see growth in EOY *NWEA MAP Reading as compared to BOY assessment
- 85% of students in grades 1-3 tested will see growth in EOY *NWEA MAP Mathematics as compared to BOY assessment
- 100% of students Individual Support Plans will be implemented for students that have low to no growth on EOY assessment
- 100% of teachers with students not making progress between BOY & EOY assessment will receive T-TESS related PD
- 100% of teachers will engage in weekly work groups to develop TEKS & STAAR aligned lessons & student results evaluation
- *or other state approved research based assessment

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.

The Program Director will be responsible to monitor the attainment of all goals of this grant. An Implementation committee: Program Director, Executive Director of Federal Programs, Campus Leader will be established.

This committee's responsibilities will include:

- 1) Review the criterion-referenced student achievement data (BOY/MOY/EOY; benchmark tests) and review of criterion-referenced student achievement data of ELL and Special Education students (TELPAS & MAP): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each academic year. Annually, all teachers will attend and participate in 8 hours or more of academic data interpretation and the creation of student Individual Academic Plans.
- 2) Review of criterion-referenced advanced performance data (BOY/MOY/EOY; benchmark tests): All teachers will have access to most recent criterion-referenced student academic data within two weeks of school opening each academic year. All teachers will attend and actively engage in 8 hours or more of academic data interpretation and application annually.
- 3) Review of quality teacher, campus and charter administration Professional Development (PD): All teachers, campus & charter administrators will have access to most recent criterion-referenced student academic data within two weeks of school opening each year. All staff will attend and participate in 8 hours or more focused on PD related to data interpretation and application annually.
- 4) Review of parental engagement (interviews and surveys) and review of criterion-referenced student achievement data (BOY/MOY/EOY; benchmark test): Professional Development topics will be identified within 1 month of school opening. Teachers, campus staff will be provided PD certificates upon completion of PD topics. The campus principal will analyze teacher evaluation reports.
- 5) Review of criterion-referenced student achievement data of ELL & Sp. Ed. students (TELPAS & MAP); Parental Engagement meeting and parent evaluations will be tracked. Interviews with parents, teachers/staff and students will be conducted annually as part of our Comprehensive Needs Assessment.

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 D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

- 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.

If the applicant’s financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

- 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA’s Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.

- 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.

- 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

- 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

Statutory Requirements

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

Doral Academy of Texas is a charter school which has been authorized by the Texas Education Agency as a Generation 25 Subchapter D, Open-Enrollment Charter School in accordance with State Board of Education rules and polices. Such as Doral Academy of Texas is a Local Education Agency (LEA).

The roles and responsibilities of Doral Academy of Texas is to assure that we follow the Program Guidelines of this grant: 2021-2023 Charter School Program Grant (Subchapter D).

Should we parter with any organizations, it is the role of Doral Academy of Texas to select the partnering agency. All administrative and contractual obligations land on the responsibility of the this Charter.

It is the responsibility of Doral Academy of Texas to sure that any established partnership have a signed contractual agreement signed by the CEO/Superintendent and approved by the Board of Directors.

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.

Doral Academy of Texas has quality controls for all contracts or performance agreement. These contracts/performance agreements are strictly monitored: State Student Academic Performance; STAAR, Financial Integrity Rating System of Texas; FIRST.

Other contractual or performance agreements include Governance: Charter School Tracking System submissions. All TSDS PEIMS Data submissions including but not limited to: Fall, Mid-Year, Summer, Extended Year, ECDS, State Performance Plan Indicator 14 (SPPI-14), Classroom: Fall and Winter, Special Education Language Acquisition and Charter School waitlist Collection. This also includes the timely response to any TReX Requests. The integrity of this data is incredible important for it impacts Doral Academy of Texas Student Academic Performance, FIRST Rating, funding and our overall factor of the Texas Education Agency's right to renew or revocation of our school's charter.

3. Describe how the autonomy and flexibility granted to the proposed 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 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.

The Doral Academy of Texas Staff will have the autonomy and flexibility on the decision making progress.
 Budget: A Comprehensive Needs Assessment (CNA) will be completed annually. Based on the results of the CNA a budget committee that must include: Students, Parents, Educational Aids, Teachers and Campus Leaders will meet to create the Campus Improvement Plan (CIP) includes the budget amounts needed to reach the goals and objectives entered in the CIP. Curriculum: During the adoption period, curriculum vendors will be encouraged to present their curriculum packages to the curriculum committee. The makeup of this committee includes: Parents, Teachers, Academic Deans and Campus Leaders. Teacher grade level representative will be elected by their peers. Once all curriculum vendors have presented, the committee will vote on the curriculum to adopted. The curriculum must meet 100% of the TEKS requirements. This decision will be presented and approved by the Board of Directors. School Calendar: At a minimum two school calendars will be created to assure that the number of minutes and the number of instructional days are met. The School Calendar will be distributed and all staff members will have a vote. The School Calendar that has the most votes will be presented to the Board of Director of formal approval. These same process will be followed for all decisions impacting Doral.

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.

Because parents and community members play such a huge role in the success of both student and Doral Academy of Texas, Doral will have monthly parents and community input on the implementation and operation of our Charter. A Parent Liaison staff member will be hired, provided with high-quality parental engagement training. As parents are enrolling their child(ren) in school. A parental engagement form will be included in solicit their membership in this committee. The Parent Liaison will be also visit community businesses, state agencies and non-profit organizations and solicit their participation in this committee.

A calendar will be created with pre-scheduled topics of discussion. These topics may change based on committee input. The days and times for these topic of discussion may have different dates and times to accommodate the committee members needs. If needed, childcare will be provided to encourage higher active participation. Topic presentation will be provided in the language(s) that parents are more comfortable.

All parents will be provided information on their child's progress on BOY, MOY & EOY assessments. Including ways parents can support student learning at home. Consistent with Lone Star Governance, Board members will publicly review student outcome goals & progress measures at more than half of the school Board meetings.

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.

Salaries: 61XX: Doral Academy of Texas plans to hire our Superintendent, Secretary/Data Entry staff members first. This activity will allow our Superintendent to create Board agenda items, create the Board Meeting calendar and set the foundation of our charter. The secretary/PEIMS data entry staff member will answer calls and begin entering PEIMS data into our Student Information System. All hired teachers attending our front loaded Professional Development will also be paid from this function.

Professional/Contract Services: 62XX; The activities paid form this function will include the contracted services for our Professional Development that included curriculum aligned to T-TESS and research based, student discipline, lesson planning, creation of Student Instructional Plans/Goals, Special Education. Doral Academy of Texas will also pay for our Financial/Student Information System and provide purchasing, student and staff PEIMS data entry. This expenditure will also include student recruitment and any legal services that Doral Academy of Texas may incur.

Supplies and Material: 63XX; Doral Academy of Texas plans to expend grant funds to purchase student furniture: desks, chairs, electronic/technology devices and general supplies and material.

Doral Academy of Texas will financially sustain with the funds generated through its Foundation School Program funds, the National School Lunch Program (NSLP) and all federal grants including but not limited to: Title I, Title II, Title III, Title IV, IDEA B- Formula, IDEA B- Prekindergarten, etc.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Doral Academy of Texas will support the use of effective parent, family, and community engagement through the hiring of a Parent Liaison staff member. Active committee membership will be sought by strong communication with parents. Some strategies will include: Speaking to parents during Meet-the-Teacher events, Parent-Teacher Student progress meetings, community networking where Doral Academy of Texas Parental Liaison may be placed on their agendas. Church, State agencies, non-profit membership will also be solicited. Membership solicitation will be written in languages of then English. The Campus Improvement Plan and the budget will include Local, State and Federal funding to support the use of effective parent, family and community engagement.

The Doral Academy of Texas will include student display of academic and extra-curricular achievements and awards as a strategy to attract participation and active engagement during our monthly meetings.

All parents will be provided information on their child's progress on BOY, MOY, and EOY assessments and other information on classroom learning and TEKS, including ways parents can support student learning at home

Consistent with Lone Star Governance, Board members will publicly review student outcome goals and progress measures at more than half of the school board meetings.

Statutory Requirements

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

Doral Academy of Texas will work to support the transportation needs of students. Some of our offerings will include before and after school care and transportation for all special needs students in accordance with their Individual Education Plans.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Doral Academy of Texas will not apply for any request for waivers of any Federal statutory or regular provisions.

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
Not Applicable - No students will be served during the 2021-2022 school year. <input checked="" type="checkbox"/>															
Total Staff	<input type="text"/>	Total Parents	<input type="text"/>	Total Families	<input type="text"/>	Total Campuses				<input type="text"/>					

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
Generation 25	22	88	88	66	66										330
Total Staff	<input type="text" value="20"/>	Total Parents	<input type="text" value="586"/>	Total Families	<input type="text" value="301"/>	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
Not Applicable - No students will be served during the 2021-2022 school year. <input checked="" type="checkbox"/>															
Total Staff	<input type="text"/>	Total Parents	<input type="text"/>	Total Families	<input type="text"/>	Total Campuses				<input type="text"/>					

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.	San Marcos ISD	Travis Elementary	105-902-105
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021-2022 school year. <input checked="" 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 Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

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

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

PAYROLL COSTS (6100)	BUDGET
<input type="text" value="Staff Salaries including Benefits"/>	<input type="text" value="\$65,419"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
<input type="text" value="Professional Development"/>	<input type="text" value="\$58,812"/>
<input type="text" value="Financial/Student Information System, Student Recruitment, Legal Services"/>	<input type="text" value="\$84,516"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
<input type="text" value="Furniture < \$5,000"/>	<input type="text" value="\$320,478"/>
<input type="text" value="Electronic/Technology Devices < \$5,000"/>	<input type="text" value="\$318,229"/>
<input type="text" value="Supplies and Material"/>	<input type="text" value="\$52,546"/>

OTHER OPERATING COSTS (6400)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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