



2023–2025 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, January 13, 2023

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

For TEA Use Only:

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

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
On average only 38% of elementary students in Duncanville and Cedar Hill ISDs met grade-level expectations for Reading in the 2021-2022 STAAR assessments, over 16% below the state's average of 54.3% at the "Meets" level in elementary	BISD will partner with PSP, a high-quality operator for the implementation of Bright Scholar Academy model in the region. The Academy will focus on the academic preparation required for students to begin and continue on a college-readiness trajectory and incorporates use of High Quality Instructional Materials for Reading and Math.
On average, only 27% of elem. students in Duncanville and Cedar Hill ISDs met grade-level expectations for Math in the 21-22 STAAR assessments, over 17% below the state's avg of 44.7% at the "Meets" level in elem	BISD will partner with PSP, a high-quality operator for the implementation of Bright Scholar Academy model in the region. The Academy will focus on the academic preparation required for students to begin and continue on a college-readiness trajectory and incorporates use of High Quality Instructional Materials fo
Only 28% of current elementary Special Education students in Duncanville and Cedar Hill ISD met grade-level for Reading or Math in the 21-22. While this percentage is above th state's average, SPED students were consistently lower performing by a	BISD will partner with PSP, a high-quality operator for the implementation of Bright Scholar Academy model in the region. The Academy will focus on the academic preparation required for students to begin and continue on a college-readiness trajectory and incorporates use of High Quality Instructional Materials for Reading and Math.

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.

In Spring 2025, 90% of third-graders who are assessed will meet grade-level standards on STAAR Reading and Math 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

- Finalize the location of the campus within the community.
- Hold three (3) community meetings to explain the mission Bright Scholar Academy, the statutory authority for BISD operation of the school outside its geographic boundaries (Texas Education Code, Section 11.167) and begin gathering feedback to shape the implementation of the model in view of community needs and preferences.
- Develop a talent recruitment plan that leverages community-based organizations in keeping with the intent to build on local assets and ensure that staff reflects the population the school will serve.

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

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Refine the Bright Scholar Academy model to reflect community feedback.
- Begin implementation of the talent recruitment plan to ensure a strong cadre of educators are secured no later than November 2023.

Third-Quarter Benchmark

- Share out the refined Bright Star Academy model with community stakeholders to ensure their feedback is accurately reflected.
- Secure final commitment of the founding cadre of educators for the school.

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.

Both Public School Partners (PSP) and the Benavides ISD leadership team are experienced in using project evaluation data for continuous improvement purposes. In relation to the Bright Scholar Academy implementation, the summative SMART goal and benchmarks will be monitored by Benavides ISD district staff, school leaders, the Benavides board, and PSP. School leaders will have access to project implementation schedules that will be updated with progress information at regular intervals. This information will be rolled up into dashboards that will be reviewed by project partners quarterly. PSP will employ a Project Manager to ensure that benchmarks are achieved. The Benavides ISD board will be updated regularly by project staff.

Once the school is in operation, PSP will use formative data to ensure that the Bright Scholar Academy program is modified and tailored on an ongoing basis to achieve both academic excellence and sustainability. The Benavides ISD Board of Trustees will continue to conduct annual reviews of PSP, and will regularly and formally review the program effectiveness for renewal or revocation. Benavides ISD will continue to make decisions regarding the PSP partnership in the context of the state accountability system.

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

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 2023–2025 Charter School Program Grant (Subchapter C and D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
 If the applicant’s financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- 7. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA’s Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- 8. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- 9. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

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

8. Statutory/Program Assurances (Cont.)

10. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education must comply with the following:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
11. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
- Maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter, and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.
12. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
13. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
 - annually publish its authorizer policies;
 - submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2023;
 - 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.

For TEA Use Only:

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

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.

The Benavides ISD Board of Trustees has authorized Public School Partners (PSP) to operate Bright Scholar Academy under a Subchapter C charter and performance contract that preserves the autonomy of PSP to set the conditions for long-term success. The role of PSP is to achieve the contractual student performance goals. PSP is comprised of experts in the field of innovative educational models and will continue to enhance the academic offerings for students at the Academy. In this effort, PSP will have full authority over all aspects of the school: people, time, money and program. District administration will annually collect, review and present to the board performance data needed for the board to take action under Board Policy ELA, which includes the Benavides authorizing policy, as needed. District administrators will follow protocols in TEA's authorizer handbook to monitor performance progress and compliance matters.

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.

Public School Partners (PSP) will track the following performance measures each year of operation: (1) campus rating; (2) CIRCLE Progress Monitoring System performance, ensuring students are on-track; (3) math performance as measured by NWEA-MAP; (4) literacy performance goals as measured by NWEA-MAP; and (5) attendance data. The following describes the consequences for failure to Meet academics performance goals: 1) "C" rating - PSP will undergo a Public hearing including school level data reviews; 2) D or F rating - Monthly public hearings including school level data reviews and/or probation; 3) Failure to achieve one year growth per Renaissance Assessment - Public hearing; and 4) Failure to meet financial goals - Required financial training and adoption of policies and procedures to remedy the deficiency.

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.

Pursuant to the charter and performance contract agreed to by Benavides ISD (BISD) and Public School Partners (PSP), the governing board of PSP will have full autonomy with respect to people, time, budget and educational programming. As the contract provides, PSP will 1) directly manage and evaluate all campus staff, regardless of whether employed by BISD or by PSP and have final say over assignment of staff to the campus; 2) solely determine the school day, school year, bell schedule, schedule for before and after school services and for extra-curricular activities; 3) independently approve and amend campus budgets; and 4) solely approve curriculum (consistent with state standards), the educational plan, instructional materials, assessments other than required by the state, and extracurricular activities.

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

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.

The Benavides ISD (BISD)/Public School Partners (PSP) partnership will ensure an expansive and extensive strategy to build awareness, gather input, review recommendations, and consider input from parents and community members regarding the implementation and operation of the Bright Scholar Academy. The partnership will continue to prioritize family and community outreach to maximize the interest of our families, maximize enrollment in the Bright Scholar Academy program, and regularly incorporate input of the parents and community members. As we continue our outreach, we will communicate directly with families and community members through local media outlets and community-based organizations to ensure the community is aware of the opportunity to enroll in the local Bright Scholar Academy. PSP will continue to provide open houses that include time to meet staff and teachers, touring the campus, learning about the Bright Scholar Academy program and curriculum, and receiving further information about enrollment, partnership opportunities and next steps.

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.

PSP has experience and expertise in the budgeting process of Texas independent school districts. Because of this expertise, PSP is fully prepared to develop and execute its school budget(s) and will participate in the budgeting process, budget hearings, and reports currently utilized by Benavides ISD to ensure the school(s)' budget is effectively incorporated into the Board approved annual budget for Benavides ISD. PSP will provide any pertinent financial reports in a timely manner in preparation for the Board presentation for adoption, and will continue to provide regular financial reports to ensure the program is being implemented on time and on budget. Throughout the program, PSP will provide regular financial reports to Benavides ISD to ensure a timely decision making process and transparency. PSP will assign a main point of contact, and will be responsive to Benavides ISD staff whenever financial questions arise. PSP will track all questions, ensure a timely response, and record the decisions made to better serve Benavides ISD throughout implementation. PSP will diversify funding in order to ensure sustainability of the program to include, but not limited to raising philanthropic dollars to enhance program offerings, applying for and pursuing other pertinent Federal, State and Local funding sources, and contingent on financial feasibility future inclusion in the Benavides ISD annual budget.

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.

To ensure parental and community engagement opportunities, Public School Partners (PSP) will cultivate partnerships with parents and community members, and will implement a comprehensive Family and Community involvement initiative.

This approach has proven successful with families in communities with high populations of economically disadvantaged residents. A Parent and Community Involvement Team will be established at the campus and will be comprised predominantly of parents and community members. This team will serve as a conduit to expand Bright Scholar offerings, and inform parents and community members of the progress implementing Bright Scholar model, thereby increasing learning opportunities and providing access to support services. Additional strategies to ensure parental and community involvement will include hosting parent/teacher meetings, providing opportunities for parental engagement, hosting open houses and community outreach. Additionally, to ensure the success of the Bright Scholar implementation, the PSP partnership will ensure regular meetings with local and regional community-based organizations. It is important that

Bright Scholar partners are true partners who are engaged regularly for feedback. We envision a feedback loop with

For TEA Use Only:

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

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.

Bright Scholar Academy will be located in a convenient, easily-accessible location. PSP is committed to providing transportation for students with special needs in accordance with state and federal laws.

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.

No waivers are being requested.

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.

The Bright Scholar Academy model is grounded in the science of learning, emphasizing foundational, developmentally appropriate building blocks for literacy and number sense. All pre-K staff will participate in Texas School Ready! training to ensure that our scholars begin their education with every advantage. PSP will conduct annual needs assessments, adjusting annually as needed to achieve the goals of the partnership with BISD. To ensure fidelity to the Bright Scholar model, PSP will empower educators with the tools to adapt to their students' individual needs strategically, flexibly and quickly. Acceleration strategies will be employed in close collaboration with parents to ensure that students do not fall behind. The Academy will serve students in grades Pre-K (3 and 4) through fifth grade. Bright Scholar uses high-quality instructional materials (specifically Amplify and Eureka).

For TEA Use Only:

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

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.

Public School Partners (PSP) has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our enrollment projections. PSP will prioritize diversity in our recruitment practices by ensuring an expansive and extensive strategy to build awareness throughout the local community. We will prioritize early outreach to target families within neighborhoods with close proximity to the campus. We are aware of the challenges some charter schools have faced in reaching enrollment targets and have developed a plan to reach and exceed our enrollment targets. PSP will build and leverage partnerships with community-based organizations to build a presence in the community through print outreach. Outreach activities will include: posting and distributing flyers (in multiple languages) ; placing advertisements in the local newspapers; and sending letters or postcards to residents. PSP will also hold open houses to inform the community of the program offerings, and help parents decide if the program is a good fit for their child.

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.

In addition to the annual audit of Benavides ISD, Public School Partners (PSP) will have its financial accounts audited by a Certified Public Accountant holding a permit from the Texas State Board of Public Accountancy. PSP ensures that sound financial systems are and will remain in place throughout the duration of the program. PSP has expertise in successfully providing high quality management of financial resources in public school systems, and ensures compliance with the Texas Administrative Code (TAC), Texas Education Code (TEC), Office of Management and Budget (OMB), Generally Accepted Accounting Principles (GAAP), Government Accounting Standards (GAS), and the Government Accounting Standards Board (GASB). In addition to utilizing the Region 20 Education Service Center (ESC) financial reporting and accounting system, PSP utilizes the same systems, policies, and processes for financial planning, accounting, purchasing, and payroll as required through the Texas Financial Accountability System Resource Guide (FASRG).

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).

Benavides ISD (BISD) will continue to submit all required student information to the Texas Education Agency through the Public Education Information Management System (PEIMS/TSDS). BISD will obtain all required information directly from Public School Partners or directly through the BISD Student Information System. Additionally, PSP ensures high standards of financial accountability by following the Financial Integrity Rating System of Texas (FIRST) indicators, and strives to maintain the equivalent of "Superior Achievement" through its financial management and audit results. For this reason, PSP maintains close communication with partners to ensure all reporting requirements, especially those through the Public Education Information Management System (PEIMS) are adhered to, and any other reporting requirements necessary as determined by BISD.

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.

The Public School Partners allotment will include Federal Entitlement grants as approved by the Federal granting agencies and the State. During the Benavides ISD (BISD) annual budgeting process, any Federal and State funds set aside for use on the Bright Scholar Academy will be made available as the new BISD fiscal year opens on July 1st. PSP will have access to the use of those funds for that specific school year, and in accordance with the performance contract and any applicable State and Federal laws. Please refer to the performance contract for further details.

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

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 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	50	50	50	50											200

Not Applicable - No students will be served during the 2023–2024 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 2024–2025.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	50	50	50	50	50										250

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

3. Provide the number of students to be served in 2023 -2024 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	25	25	25	25											100

Not Applicable - No students will be served during the 2023–2024 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.	Duncanville ISD	S. Gus Alexander Elementary (55 NR)	57-907-105
2.	Duncanville ISD	James R. Bilhartz Elementary (61 NR)	57-907-112
3.	Duncanville ISD	William Lee Hastings Elementary (50 NR)	57-907-104
4.	Duncanville ISD	Clint Q. Smith Elementary (59 NR)	57-907-106
5.			
6.			

Not Applicable - No students will be served during the 2023–2024 school year.

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

For TEA Use Only:

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

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.

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

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.	Implementation	\$56,000
2.		
3.		
4.		
Payroll Subtotal:		\$56,000

Professional and Contracted Services

6.	Planning	\$250,000
7.	Implementation	\$50,000
8.		
9.		
Professional and Contracted Services Subtotal:		\$300,000

Supplies and Materials

11.	Implementation	\$44,000
12.		
13.		
Supplies and Materials Subtotal:		\$44,000

Other Operating Costs

15.	Planning	\$25,000
16.		
Other Operating Costs Subtotal:		\$25,000

Capital Outlay

18.	Implementation	\$475,000
19.		
Capital Outlay Subtotal:		\$475,000

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

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

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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