



**2024-2025 Charter School Program Grant (Subchapter C)**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, January 22, 2024**

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  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
- 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.

**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.

**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
Seguin Elementary struggled to meet Reading grade level expectations in the 22-23 STAAR assessments, with only 41% of all students meeting the standard, creating an 12-point gap below the state average.	Seguin Elementary serves 98.3% economically disadvantaged students. Seguin Elementary teachers will prioritize high-quality instructional materials, research-based instructional strategies through differentiated instruction, multiple reading opportunities, cross-curriculum integrated reading, and tailored skill-based group instruction. These strategies are integrated into the school's reading curriculum.
Seguin Elementary struggled to meet Math grade level expectations in the 22-23 STAAR assessments, with only 31% of all students meeting the standard, creating an 14-point gap below the state average.	Seguin Elem., teachers will emphasize individualized explicit math instruction, driven by various assessments, including formative assessment. Additional approaches like the Concrete-Visual-Abstract (CVA) sequence will be applied, and professional development will align with evidence-based math instruction.
Seguin Elementary faced a challenge in meeting grade level expectations for Science during the 22-23 STAAR assessments. With only 20% of all elementary students meeting grade level expectations, there is a noticeable gap of 27 percentage points below the state's average.	Seguin Elementary teachers will be emphasizing science instruction by employing evidence-based strategies and routines, and exploring real-world phenomena that will engage students and enhance vital learning skills, placing a heightened focus on science. Professional development will center on evidence-based science instruction aligned with these strategies.

**5. SMART Goals**

1. Describe the summative SMART goal (a goal that is Specific, Measurable, Achievable, Relevant, and Timely) you have identified for this program related to student outcomes.

By spring 2025, Seguin Elementary aims to elevate student performance levels at "Meets Expectations" by 5% in each of the core subjects assessed on the STAAR.

2. Describe 3-5 SMART goals related to project implementation. Ensure that these goals are aligned to the purpose of the grant.

#	Implementation SMART Goal	Progress Measure
1.	By the Spring 2025, 46% of all students who are assessed will meet grade-level standard on the STAAR Reading assessment.	Seguin Elementary will monitor progress using formative and summative reading assessments.
2.	By the Spring 2025, 36% of all students who are assessed will meet grade-level standard on the STAAR Math assessment.	Seguin Elementary will monitor progress using formative and summative math assessments.
3.	By the Spring 2025, 25% of all students who are assessed will meet grade-level standard on the STAAR Science assessment.	Seguin Elementary will monitor progress using formative and summative science assessments.
4.		
5.		

**For TEA Use Only:**

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

**6. Measurable Progress**

Describe 3-5 quarterly benchmarks you will use throughout the grant period to measure progress toward your student outcome SMART goal. For this grant the quarters are as follows: 1st Quarter = Beginning of Grant to 8/31/2024, 2nd Quarter = 9/01/2024 to 12/31/2024; 3rd Quarter = 1/01/2025 to 4/30/2025 and 4th Quarter = 5/01/2025 to 9/30/2025.

#	Benchmark Used	Goal
1.	1st Quarter (By 8/31/24) Campus-Based Assessment	Seguin Elementary will utilize the performance percentage of all students on the 1st Quarter Benchmark as a baseline for instructional purposes.
2.	2nd Quarter (9/1/24-12/31/24) STAAR Interim Assessments (Windows 1 and 2 in November/December)	Seguin Elementary performance percentage for all students on the 2nd Quarter Benchmark will be 10% points away from our goal at the "Meets" performance level in tested subjects.
3.	3rd Quarter (1/1/25-4/30/25) 2024 STAAR Release Assessments (In January/February)	Seguin Elementary performance percentage for all students on the 3rd Quarter Benchmark will be 5% points away from our goal at the "Meets" performance level in tested subjects.
4.		
5.		

**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.

Region One Project Director will be responsible for creating an implementation committee that will work with him/her to monitor the progress towards the partnership goals. Together with the Seguin Elementary staff, the Project Director and the Implementation Committee will review campus data and establish growth measures for each of the goals. Seguin Elementary staff will focus on professional development to empower teachers in utilizing student data for informed and enhanced teaching methods. There will be an emphasis on tailoring teaching methods to encourage student achievement and providing teachers with the skills to evaluate and refine their approach to learning. The collaborative approach through Professional Learning Communities (PLCs) for data review and addressing individual student needs will be led by the Instructional Coach. The process of sharing data after benchmarks and the subsequent analysis to identify patterns and trends, along with the comparison analysis of each grade level and tested subject, will provide teachers with a data-driven and systematic approach to improving student success. The implementation of individualized learning plans for students who may not meet quarterly benchmarks will be a proactive and targeted approach to addressing specific student needs. This approach is well-structured and designed to create a supportive and collaborative environment for continuous improvement in teaching and learning outcomes at Seguin Elementary.

**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 assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Charter School Program Grant (Subchapter C) 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.

**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 charter will assign grant related duties to the following staff members: The Region One Education Service Center Board of Directors: The Board is responsible for governing the charter partnership between Region One Education Service Center and the La Joya Independent School district. The Board is responsible for ensuring that the school is executing its mission in all initiatives and decisions being considered. Chief Executive Officer (CEO): This individual will be authorized to ensure that the charter complies with all grant related activities, finances, and reporting. Chief Operating Officer (COO): This individual will oversee the daily operations of the campus and provide support to the principal. Principal: This individual will monitor and ensure that all grant activities are being implemented. Chief Financial Officer:(CFO): This individual will allocate the budget into approved line items, purchase grant approved materials, and pay for all contracted services, ensuring that local purchasing procedures are followed. This individual will also ensure that all program and expenditure reports are submitted to TEA and in compliance. Chief of Human Resources: This individual will ensure that all hired staff are highly qualified. District administrators will follow protocols in TEAs 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 or the school district authorizer), 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 or the school district authorizer) 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.

La Joya ISD has a written and executed a performance contract with Region One Education Service Center that includes a description of how student performance will be measured. The district understands that the school’s accountability performance will be one of the most important factors of the school’s charter. The school will be rated under the state’s A-F Accountability System. The contract outlines specific goals that record the student performance levels as measured by the current 3 domains, Student Achievement, School Progress, and Closing the Gap. The target goal of the performance contract is for Seguin Elementary to receive an overall campus rating of an “A.” Additionally, La Joya ISD understands the state’s FIRST financial accountability system and has maintained a rating of "A=Superior Achievement" for the past three years. Financial monitoring and procedures are maintained to assure compliance with state and federal laws. Financial audits are regularly conducted, and any outstanding issues are addressed and immediately corrected when identified.

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 La Joya ISD and Region One Education Service Center, the Region One Education Service Center governing board will have a high degree of autonomy over budget and operations and personnel decisions. Seguin Elementary will have autonomy over the resources they choose that follow the district curriculum and the learning resources and materials they purchase for their campus. The daily operations may also differ from other campuses, but the district school calendar will remain the same.

**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 planned academic program will support improved academic outcomes for educationally disadvantaged students.

Juan Seguin Elementary, with 98.3% economically disadvantaged students, has collaborated with Region One Education Service Center to establish an academic framework centered on equity and inclusion. This framework aims to enhance academic outcomes for economically disadvantaged students by prioritizing curriculum flexibility, integrating principles into resource allocation, involving stakeholders, supporting educators, and monitoring student progress. It reflects a commitment to creating a more inclusive and supportive educational environment for all students.

5. 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.

Implementing a charter campus is a collaborative effort that actively involves parents and community members to ensure their valuable input shapes the process. We will begin by organizing town hall meetings and online surveys to gather diverse perspectives on the charter's vision, goals, and impact. Advisory committees, comprising of parents, community leaders, and educators, will meet quarterly to delve into specific aspects like curriculum and resource allocation. Workshops and focus groups will be scheduled throughout the school year in order to provide deeper discussions. Regular updates will maintain transparent communication, and adjustments will be made based on stakeholder input. Our school views this process as a shared endeavor, creating a charter campus that aligns with the community's needs and aspirations.

6. Describe the eligible applicant's plans for ongoing, effective parent and community engagement.

Our school prioritizes a dedicated community through active parent and community engagement. Seguin Elementary will kickstart the school year with meet-and-greet sessions and offer diverse engagement avenues, including workshops and feedback sessions. Regular communication via monthly newsletters and social media will keep everyone informed, and actively seek input through surveys and suggestion boxes. Celebrating student achievements and encouraging volunteering will further strengthen the school's community bond. Inclusivity, accessibility, and genuine appreciation will guide the school's approach, creating a collaborative and supportive environment for all.

**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.

Open enrollment at Seguin Elementary is a cornerstone of our commitment to inclusivity and quality education. This policy ensures equal access for all students, fostering a diverse and dynamic learning environment. We simplify the enrollment process with an online application system, offer information sessions, and engage the community to spread awareness. Since Region One Education Service Center has contracted transportation services with La Joya ISD, Seguin Elementary will adopt the district's transportation policy for students who may be zoned to another campus. Despite logistical challenges, open enrollment will broaden our student demographic and encouraged community involvement. It aligns with our vision of providing an enriching educational experience accessible to every student, reflecting our commitment to diversity and inclusion.

8a. Describe the eligible applicant's planned activities and expenditures of grant funds for planning activities. *Planning activities are related to the planning and program design of the charter school.*

**Curriculum Alignment Project and Professional Development**  
Seguin Elementary will utilize the following curriculum resources for Reading Language Arts (HMH), Math (Eureka and Sharon Wells), Science (SAVVAS), Social Studies (SAVVAS), and Early Childhood (Frog Street) to teach in the 2024-2025 school year. Start-Up Grant funds will be used to purchase resources and hire staff and to aid in the curriculum alignment/writing process. Teachers will create the curriculum in English and Spanish that will be used during the 2024-2025 school year using these resources. The staff will assist in creating PK-5th Grade curriculum timelines, instructional units, teacher lessons, and measurable assessments that are TEKS based. This will occur in the summer of 2024. The cost for this project is \$200,000. Start-Up Grant funds will be utilized to hire campus administration and Project Director during off contract days to come in and assist with the planning of the 2024-2025 school year. The estimated cost for this initiative is \$60,000. Start-Up Grant funds will also be utilized to train teachers in the implementation of these resources. The funds will be invested in Consultants, Resources and Teacher Stipend for attending in the summer. The estimated cost for Consultants, Resources and Stipends is \$200,000.

8b. Describe the eligible applicant's planned activities and expenditures of grant funds for implementation activities. *Implementation activities are related to the implementation of the charter school and its educational program.*

Start-Up Grant funds will be utilized to bring the classrooms up-to-date with technology. Interactive boards will be utilized for instruction on a daily basis and need to be installed during the summer. The estimated cost for the purchase and installation of large interactive boards is (\$7,000 x 30 classrooms) \$210,000. Start-Up Grant funds will be utilized for professional development sessions aligned to the prescribed curriculum in the area of Reading, Writing, Science, and Math, for teacher attendance stipends, and for Substitutes. The estimated cost for this initiative is \$100,000. Start-Up Grant funds will be utilized to for providing students with instructional software in English and Spanish that is aligned to the Reading, Math, and Science TEKS Curriculum for 2024-2025. The estimated cost for this software program (LION/LEON) is \$15,000. Start-Up Grant funds will be used to implement the EUREKA Math TEKS Program for Kindergarten and First Grade. The estimated cost for this program is \$6,000. Start-Up Grant funds will be used for teacher and student electronic devices to be used for instructional purposes. The estimated cost for this initiative is \$115,000.

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

**9. Statutory Requirements (Cont.)**

8c. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Securing a grant is a significant boost, but maintaining financial sustainability after it ends requires a thoughtful and strategic approach. As our grant concludes, Seguin Elementary will prioritize financial sustainability by evaluating its impact and identifying successful strategies. To mitigate the end of funding, the school will diversify revenue streams through additional charter revenue from the state, improved ADA, partnerships and seeking additional grants. Cost-effective practices, including shared resources and energy-saving measures, will be implemented. Ongoing financial literacy training for staff will ensure informed budget management. Transparent communication with stakeholders will foster trust and support. This comprehensive approach aims to build a financially resilient foundation for our continued educational success.

9. 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 requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

10. 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.

La Joya ISD's partnership with Region One Education Service Center at Seguin Elementary highlights a commitment to a high-quality charter school model. Region One Education Service Center Schools prioritize a forward-looking curriculum, integrating technology-based, group and individual learning, inquiry-based, and bilingual education methods. Key features include a robust bilingual curriculum, high-quality teaching, inclusive leadership, positive behavior practices, family and community partnerships, and community support services. The adopted curriculum aligns with Texas state standards for Pre-K through 5th grade, offering both comprehensiveness and flexibility. It integrates authentic learning experiences to foster critical thinking skills, aiming to enable students to meet or exceed STAAR standards, emphasizing lifelong learning skills. Curriculum materials and resources are embedded within professional development sessions by content area, featuring Reading Language Arts for K-5 (HMH), Math for K-5 (Eureka Math and Sharon Wells Math), Science for K-5 (SAVVAS), Social Studies for K-5 (SAVVAS), and Early childhood Curriculum for PK3-4 (Frog Street). This approach ensures a cohesive and progressive learning experience, building a strong foundation of knowledge and skills year by year.

**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.)**

11. 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.

The district authorizer's ongoing monitoring is crucial for creating an inclusive charter school environment that serves the diverse needs of its student population. The district authorizer will closely oversee the proposed charter school's efforts in recruiting, enrolling, retaining, and meeting the needs of all students, including those with disabilities and English Learners. They will assess recruitment strategies, enrollment procedures, and retention practices to ensure fairness, transparency, and inclusivity. Priority will be given to programs supporting students with disabilities and English Learners, with regular evaluations and feedback sessions to foster continuous improvement and adherence to equity principles.

12. 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.

The annual independent financial audit of the charter campus ensures transparency and fiscal responsibility. A qualified external auditor provided by the District will be selected to review financial records, transactions, and compliance. The audit will include a thorough examination of financial statements, budget practices, revenue and expenditure accounts, and adherence to regulations. The auditor will collaborate with the charter school's financial team, conduct substantive testing, and assess internal controls. The resulting audit report, including findings, recommendations, and an opinion on financial statements, will be presented to the board and stakeholders. Corrective actions are taken as needed to enhance financial management practices, ensuring ongoing compliance and transparency. The annual audit is a crucial component of the charter campus's commitment to accountability and good governance.

13. 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).

Seguin Elementary is committed to submitting all required student information to the Texas Education Agency via the Public Education Information Management System (PEIMS). The district will obtain necessary data from Seguin Elementary's data entry staff or through shared access to the student information system with La Joya ISD and Region One Education Service Center. In addition to student data, Region One Education Service Center upholds high standards of financial accountability by following the Financial Integrity Rating System of Texas (FIRST) indicators. The aim is to maintain a rating equivalent to "Superior Achievement" through strong financial management and audit results. Close communication with partners, especially regarding reporting requirements through PEIMS, ensures adherence to all standards set by La Joya ISD and any additional reporting requirements as determined by the district. This commitment reflects La Joya ISD's and Region One Education Service Center's dedication to financial transparency and accountability.

14. 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 process of channeling federal and state funds to Seguin Elementary involves collaborative planning and communication between La Joya ISD, Region One Education Service Center, and campus. Key steps include identifying funding streams, establishing a Memorandum of Understanding, sharing accurate enrollment data, agreeing on allocation methodologies, and ensuring compliance with regulations. Securing and distributing school funds involves several steps. Federal funds are allocated annually from October 1 to September 30, with grant applications required in advance. State funds follow an annual or biennial budget cycle, distributed to districts shortly after approval. Local funding, often from property taxes, aligns with local assessment cycles. Districts allocate funds to schools through a budgeting process, allowing for planning. Ongoing monitoring ensures compliance. Annual reports detail fund usage and student outcomes. Adherence to federal and state deadlines is crucial, and awareness of legislative changes affecting timelines is essential.

**For TEA Use Only:**

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

**9. TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>															
<b>Not Applicable - No students will be served during the 2023–2024 school year.</b> <input checked="" type="checkbox"/>															

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

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2024–2025.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	154	69	66	72	86	68	78								593

**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
<input type="text"/>															
<b>Not Applicable - No students will be served during the 2023–2024 school year.</b> <input checked="" type="checkbox"/>															

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

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

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
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 \_\_\_\_\_.

**9. TEA Program Requirements (Cont.)**

6. If more students apply than the campus is able to accommodate, describe the lottery procedures to admit students.

Lottery Process:  
 The lottery process will be conducted in a transparent and unbiased manner. It will be overseen by a designated campus administrator and a committee to ensure the integrity of the process. All applications received by the enrollment deadline will be assigned a unique identification number to ensure fairness and transparency in the lottery process. The lottery will be held publicly, and the results will be made available to the public through the school's website and other communication channels. Priority in the lottery will be given to specific groups as required by state law. This may include siblings of currently enrolled students, children of school staff, and other groups specified by the TEA. After the lottery, applicants will be notified of their enrollment status. Those selected will receive information about the next steps in the enrollment process.

**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.

**Planning Payroll Costs**

1.	Extra Duty Pay & Benefits	\$150,000
2.		
3.		
4.		
<b>Payroll Subtotal:</b>		\$150,000

**Implementation Payroll Costs**

1.	Ex. Duty Pay, Benefits & Subs	\$20,000
2.		
3.		
4.		
<b>Payroll Subtotal:</b>		\$20,000

**Planning Professional and Contracted Services**

5.	Consultants & Project Director	\$160,000
6.	Administrators & Teachers	\$50,000
7.		
8.		
<b>Professional &amp; Contracted Subtotal:</b>		\$210,000

**Implementation Professional and Contracted Services**

5.	Data Services	\$471
6.	Consultants	\$83,000
7.		
8.		
<b>Professional &amp; Contracted Subtotal:</b>		\$83,471

**Planning Supplies and Materials Costs**

9.	Resources for Curriculum Writi	\$100,000
10.		
11.		
<b>Supplies and Materials Subtotal:</b>		\$100,000

**Implementation Supplies and Materials Costs**

9.	Technology for Teach & Stu	\$115,000
10.		
11.		
<b>Supplies and Materials Subtotal:</b>		\$115,000

**Planning Other Operating Costs**

12.		
13.		
14.		
<b>Other Operating Costs Subtotal:</b>		

**Implementation Other Operating Costs**

12.	software	\$11,529
13.		
14.		
<b>Other Operating Costs Subtotal:</b>		\$11,529

**Planning Capital Outlay**

15.		
16.		
<b>Capital Outlay Subtotal:</b>		

**Implementation Capital Outlay**

15.	Interactive Boards	\$210,000
16.		
<b>Outlay Subtotal:</b>		\$210,000

**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](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
-------------------------------------	--------------------------------

--	--

--	--

--	--

--	--

--	--

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