



2022-2024 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, March 31, 2022

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subch. AA

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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 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
In 2018-19 school year, Mendez Middle School scored an "F" on the State Accountability Report Card. In [2020-21 & 21-22] the state did not issue accountability ratings due to COVID. If Mendez does not score higher than "F" this school year, TEA will issue sanctions.	Beginning in July 2022, Mendez Middle School will replicate the successful model at Third Future Schools' Academy of Advanced Learning (AAL) in Colorado and two 1882 schools in West Texas. The model combines effective direct instruction with highly differentiated lessons and activities to significantly narrow achievement gaps and accelerate learning.
Student achievement results at Mendez MS indicate the quality of instruction is low and staff is in need of considerable training and to develop highly effective teachers.	Mendez MS staff will receive extensive professional development during summer orientation [9 days] and at least monthly [10 days] throughout the year. In addition, staff will receive on the job coaching and feedback almost daily with continuous training on facilitating effective PLCs weekly.
Student achievement results at Mendez MS indicate a need for high quality instruction on grade level every day coupled with rigorous literacy and math curricula. Community engagement and meaningful enrichment experiences for students are a priority at Mendez MS.	Third Future Schools will conduct a comprehensive review and needs assessment of current academic resources and adopt curricula that are more effective in teaching the TEKS and also purchase electronic curricula such as IXL, Lexia, and Newsela. Resources for the Dyad Program will be purchased for students taught by community members: in photography, Karate, film making, piano, and more.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 1, 2023, Mendez Middle School students will grow at least 1.6 times the average U.S. growth for students in reading, math, and science as measured by the NWEA MAP assessments and using the mean RIT score for each grade, 6 through 8.

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

All students will take the beginning of year [BOY] NWEA assessments in reading, math, and science to establish a baseline for the academic year. Teachers will then use the daily demonstrations of learning [DOL] to assess progress and refine lessons and interventions at PLCs. By the end of the first quarter at least 50% of the students will have progressed on average a full level on our differentiated instruction scale [L, S1, S2, or A]. In addition, we will know if we are making progress academically if the quality of instruction improves significantly and our instructional model is being implemented with fidelity. By the end of the first quarter, 65% of the spot observations conducted by the end of October by an independent review team will be proficient or higher. [That percentage will increase to 70% by December to 85% by the end of May.]

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

All Mendez MS students will take the middle of year [MOY] NWEA assessments in reading, math, and science in December 2022. The goal is for students to demonstrate at least .9 times the average yearly growth of U.S. students by December for each grade level in reading, math, and science.

In addition, by the end of the second quarter, 70% of the spot observations conducted by the end of December by an independent review team will be proficient or higher. [That percentage will increase to 85% by the end of May.]

Third-Quarter Benchmark

By the end of the third quarter, 80% of the spot observations conducted by the end of October by an independent review team will be proficient or higher. [That percentage will increase to 85% by the end of May.]

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.

The Third Future Schools model that will be implemented in Mendez MS in June 2022 uses data daily to continuously improve instruction and assess academic progress. Within the first two weeks, after the assessments previously described are administered, and after the teachers have been instructing the students and analyzing their daily demonstrations of learning, Mendez MS will modify the "individual learning plans" [ILPs] and provide additional supports where needed. That support may be one-on-one literacy instruction, a reading intervention group, or remote home support. Students in every core content area take a daily "demonstration of learning" [DoL], allowing the teachers to provide more targeted, direct support for students and to engage in focused discussions during the professional learning communities [PLCs]. The NWEA assessments also provide information on the success of our instructional model. Should we not see more than average growth on any specific NWEA exam, we will evaluate whether the teacher needs additional support of training or whether the instructional program needs to be modified.

Equally important is the assessment of instruction and the fidelity with which the highly-differentiated and rigorous instruction is being implemented. The skilled school leaders and instructional coaches will be assessing the quality of instruction every day and providing feedback continuously. Mendez MS will be making modifications in the instructional delivery and the use of the model from day one. If quarterly benchmarks do not show progress toward meeting the summative SMART goal, staff will look first at the quality of instruction. Staff will make targeted adjustments to professional development and provide more training to those specific teachers. Leadership will also look at how the teacher is using the research-based resources provided and include appropriate supports. Also, if Mendez is not making sufficient progress, the campus will provide more relevant, instructional time for the students who need it. This may be after school tutoring or additional online learning at home. Mendez MS will also require students who are behind to attend the "Fifth Quarter" that will run from the fourth week of June (2022) through the end of July.

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8. Statutory/Program Assurances

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

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2022–2024 Charter School Program Grant (Subchapter C and D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

- 6. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - 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.

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8. Statutory/Program Assurances (Cont.)

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

11. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:

- a. Maintain documentation which clearly demonstrates the supplementary nature of these funds;
- b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
- c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter, and
- d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

12. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.

13. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:

- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
- b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
- c. annually publish its authorizer policies;
- d. submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2022;
- e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
- f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

4. The applicant provides assurance that they accept and will comply with **Every Student Succeeds Act Provisions and Assurances** requirements

5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

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9. Statutory Requirements

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

Third Future Schools - Texas and Austin ISD entered into a partnership agreement on March 24, 2022 in accordance with SB 1882. In accordance with the performance contract [attached] Austin ISD granted Third Future Schools - Texas a subchapter C charter to operate a district campus, Mendez Middle School. AISD's Board of Trustees is the authorizing agency, and the board of Third Future Schools-Texas holds the charter. The primary purpose of this Agreement is to improve student outcomes by authorizing Third Future Schools-Texas to operate Mendez Middle School as an independent campus subject to transparent accountability requirements, which are primarily based on the performance standards established under TEC Chapters 39 and 39A. Thus the main role and responsibility of Third Future Schools-Texas is to improve student outcomes at the school by implementing its instructional model. TFS-TX has full operational control over the program, budget, staff, curriculum, calendar, and instruction. AISD's role is of an authorizer and monitors the progress of the charter operator and holds it accountable for meeting the terms of the performance contract and meeting established achievement and performance goals. As specified in the contract, Third Future Schools-Texas buys back certain services from the district, such as campus maintenance and food service. TFS-TX has a Board of Directors that governs the organization. TFS-TX has hired an Executive Director and Director of Schools to oversee operations of the school.

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.

Third Future Schools - Texas and Austin ISD entered into a performance contract on March 24, 2022. Key priorities of the performance contract include priority performance goals that TFS-TX has agreed to meet. Specifically, Addendum-3 to the contract specifies 12 performance goals and 5 financial goals, that include the schools' overall state accountability score, student progress domain, closing the gaps domain, and student academic growth as measured by the NWEA MAP assessments. The performance contract allows Austin ISD to end/terminate the agreement if TFS-TX fails to achieve the academic outcome or financial goals or receives a state academic performance rating of D or F for 3 or more consecutive years. AISD's authorizing policy includes further provisions for probation and revocation. Additionally, TFS-TX will allow access to the Mendez MS Student Information System providing AISD access to all student data. TFS-TX will also provide AISD with a quarterly report on its progress and run any ad hoc reports as requested.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The performance contract includes provisions in Article IV [Relationship of the Parties] that specifies that TFS-TX shall operate as an independent contractor and its governing body share remain independent of the District. Detailed areas of autonomy are outlined in Articles III [Responsibilities] and IX [School Operations] of the contract. Third Future Schools-Texas has the sole authority over matters involving academic curriculum and the instructional program; to hire employees; to compensate and establish other terms of employment for employees; to select, supervise, evaluate, and compensate administrators; to determine the staffing plan and positions at the school; to approve or amend the budget for the School; to oversee the School's day-to-day operations; to determine the school day, school year, and bell schedule; among others. These authorities cannot be revoked during the term of the charter contract. The autonomy statutorily granted to Third Future Schools-Texas aligns with 1882 provisions and TAC rules. Services TFS-TX will purchase from Austin ISD are also outlined that the school may select or decline.

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9. Statutory Requirements (Cont.)

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Third Future Schools in collaboration with Austin ISD will conduct Town Hall meetings both virtually and in-person. Informational and feedback sessions will be held via Town Hall with parents, educators, board members and the district. Town Hall meetings will also be conducted separately with staff both in person and virtually to ensure multiple on-going opportunities to share information and take feedback. Mendez Middle School leadership will communicate regularly with families using various mediums -- both in person, virtually, and via phone calls, and social media. Campus administration will regularly seek parent input on the operation of Mendez Middle School through monthly Parent Advisory Group meetings. There will be additional opportunities for parents to connect with their child's teachers through extended hours and accessibility to the Mendez MS social media page will also allow for parents and community members to obtain information and provide feedback. Third Future Schools - Texas monthly board meetings are another vehicle for community members and parents to provide feedback and input to the implementation and operations of Mendez Middle School.

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.

Third Future Schools' planned activities and expenditures of grant funds to open and implement operations at Mendez MS will include procurement of rigorous curricula, technology, and equipment for the Dyad program. The Third Future Schools' instructional model is personalized and highly differentiated requiring rigorous curricula. Third Future Schools will use high-quality curricula (Wonders) and electronic media to support the differentiated activities and lessons (IXL, Lexia, Zearn Math, and Newsela). Mendez Middle School educators will be equipped with e-learning equipment to provide synchronous teaching to support students out for illness or who are learning during non-school hours. E-learning equipment will be provided to do simultaneous teaching well (webcams, lavaliers, speakers, tripods, USB hubs, projectors projector carts, etc). E-learning requires laptops and software to effectively conduct simultaneous teaching. In addition, heavy investments in professional development to allow staff to learn the model and begin teaching effectively from the onset thus improving the quality of instruction and positively impacting student learning outcomes. Professional development begins with a 9-day orientation during the summer and 10 additional days throughout the school year. Grant funds be used for professional development service providers that have been trained on the model and will then train teachers during summer orientation and for Mendez MS teachers to receive on-site training in our West Texas or Colorado schools during the school year. Mendez MS has budgeted for future year recurring costs for these curricula without reliance upon the CSP grant and will remain financially strong once the grant period ends.

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.

Third Future Schools will rely heavily on the use of effective parent, family, and community engagement strategies to optimize implementation and operations at Mendez MS. TFS supports working families. Mendez Middle School will be open from 6:30 AM to 5:00 PM with free before school and after school care provided for free. These hours allow parents more options that fit with their work schedule and also allow for more opportunities to engage with the school. We will work closely with community members as we have successfully done so in all our Colorado and Texas schools to implement our Dyad Program with fidelity. The Dyad Program is intentionally designed to involve the community in the education the Mendez community. In addition to electives every day, students also have two 90-minute Dyad courses a week. Members of the community pass along their knowledge, skills, and perspectives in Dyad courses including: Karate, photography, yoga, graphic design, piano, film making, dance, engineering, music, and more. The Dyad Program has proven to the community feels more invested in the education of our students. Mendez MS campus leadership will continue to conduct Town Hall meetings at least quarterly and host award assemblies tied to several athletic events. School leaders will organize the Parent Advisory Group, School Accountability Committee, regular meetings with parents and stakeholders.

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9. Statutory Requirements (Cont.)

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

In accordance with Section 8.3.4 of the performance contract, "the District shall provide all necessary transportation to and from the School for purposes of regular school attendance". Students attending Mendez Middle School will continue to receive the same level of transportation services they are accustomed to thus ensuring on-time pick up and arrival home from school.

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.

Austin ISD on behalf of Mendez Middle School, does not anticipate requesting any waivers of Federal or State statutory or regulatory requirements.

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.

a) TFS-TX is replicating the award winning model of its flagship school, the Academy of Advanced Learning (AAL). AAL's unique, personalized instructional model combines direct instruction and highly differentiated activities and assignments. 90 minutes of core content per class each day taught on or above grade level. The first 35 to 40 minutes include direct and highly engaging instruction then the teacher administers a "demonstration of learning", allowing for quick assessment of the degree to which a student has learned the objective for that class period. Students are then placed in the appropriate group according to their level of proficiency. Students who are proficient or accelerated will work independently or in small groups to experience in-depth and challenging continuation of the lesson. Students who have not learned the objective will remain with the teacher and receive targeted support. This model is used by all TFS campuses, resulting in on average students gaining nearly 2years of academic growth on an annual basis as assessed by the NWEA. b) 7-8 c) Curriculum alignment, scaffolding, multiple response strategies, differentiated instruction. Research based curricula: Zearn,Wonders,IXL

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9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

AISD and TFS-TX will work in partnership to recruit and enroll students. Priority is given to all students in the Mendez MS attendance zone and then the campus will open up to any other students in the district. Mendez will use Infinite Campus and AISD enrollment system and registration information to Mendez students. The District will have access to all data regarding recruitment, enrollment, and retention and can monitor TFS-TX activities closely. For those students whose primary placement is the resource/support facilitation as reported by the ARD committee – if the ARD committee determines the District would be more appropriate for a particular student, TFS-TX will work with the District to ensure appropriate services are provided to that student.

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.

TFS-TX has contracted with Weaver to conduct our financial audits and committed to an annual independent financial audit of the campus in the performance contract. TFS-TX also contracts with Abacus, LLC works with Weaver to conduct a financial audit independent from what is done by the District and \$40,000 has been budgeted for these services.

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).

In accordance with Section 8.3.2 of the performance contract TFS-TX and the District will adhere to record keeping requirements. "The District and OP will coordinate record keeping and compliance with state law. The OP will use Infinite Campus for their SIS to maintain PEIMS data for mutual and accurate reporting as required by TEA. TFS-TX will also share all relevant and required student performance data, including all information required by PEIMS and all TFS-TX data as it pertains to goals and performance metrics.

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 manner in which funds will be allocated is outlined in Section 13.3 of the performance contract. The District will pay TFS-TX, the Operating Partner Allotment [state and federal revenue + 1882 funds] calculated according to the methodology outlined in Addendum 10. Funding allocations are dispersed in 10 monthly installments on the 15th of each month, beginning July 15, 2022 through April 15, 2023. Note: estimated weights become actual weights in the true-up process.

In accordance with Addendum 9, a menu of services will be provided in which TFS-TX may select and purchase. The District must provide TFS-TX federal and state grant funding per eligible student. TFS-TX has initial, sole, and final discretion over the proposed budget for grant funds. The District may retain 5% for administrative purposes.

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TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize									180	180					360

Not Applicable - No students will be served during the 2022–2023 school year.

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

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize									205	205					410

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

3. Provide the number of students to be served in 2022 -2023 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize									20	20					40

Not Applicable - No students will be served during the 2022–2023 school year.

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

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

#	District Name	Campus Name	9 Digit CDC Number
1.	Austin ISD	Mendez Middle School	227901058
2.	Austin ISD	Dobie Middle School	227901055
3.	Austin ISD	Andrews Elementary School	227901102
4.	Austin ISD	Barrington Elementary School	227901149
5.	Austin ISD	Burnet Middle School	227901046
6.	Austin ISD	Martin Middle School	227901051

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

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

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

11. PNP Equitable Services

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

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12. Request for Grant Funds

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

Payroll Costs

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

Payroll Subtotal:

Professional and Contracted Services

6.	Staff professional development two week orientation in July PD and PD in August	\$100,000
7.	Develop instructional calendars	\$30,000
8.	Costs associated with implementation of the instructional LSAE model and Dyad at Mendez	\$241,650
9.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services Subtotal:

Supplies and Materials

11.	Technology and equipment	\$306,350
12.	Classroom furniture	\$72,000
13.	Textbooks and curriculum resources	\$140,000

Supplies and Materials Subtotal:

Other Operating Costs

15.	Teacher, Executive Director and Board travel to AAL for PD and learning visits	\$10,000
16.	<input type="text"/>	<input type="text"/>

Other Operating Costs Subtotal:

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>

Capital Outlay Subtotal:

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"/>
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<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>
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For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.