



2021-2023 Charter School Program Grant (Subchapter C and D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, April 20, 2021

NOGA ID

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

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

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

Application stamp-in date and time

Grant period from

Pre-award costs are not permitted.

Required Attachments

- 1. Federal Definition of a Public Charter School

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- 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.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
There are 438,396 students in the Rio Grande Valley (RGV) of which 373,784 (85.26%) are Economically disadvantaged (ED). (Source: Fall PEIMS submission for Region 1 ESC)	With only one other high-quality (HQ) charter in the RGV, this leaves extremely limited opportunities for ED students to attend a high-quality campus; therefore, Vanguard Academy proposes to expand its Rembrandt HQ campus to open Van Gogh campus.
The RGV has 421,821 (96.22%) Hispanic students. There are 166,825 (38.05%) LEP students in the Region 1 ESC target area, with many of them suffering from a language barrier.	Vanguard Academy employs Hispanic staff (97.3%) that share the same culture values, ethnicity, and background as the students it proposes to enroll. (Source: 2019-2020 TAPR) To meet the needs of our EL population, we will also provide a strong foundation in all content areas through our Dual Language Program.
There is a high concentration of Special Population students. The target area has 81,450 (18.58%) Bilingual students in Region 1 ESC.	In 2018-2019 Vanguard Rembrandt received 7 out of 7 Distinction Designations even with a high concentration of Special Population students. These types of HQ services will also be offered at the Van Gogh campus. To further ensure HQ, all K-3rd Grade Teachers will participate in state required Reading Academies.

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.

Grant Purpose: Plan, design, and implement a charter school that focuses on Fine Arts and supports the growth of high-quality charter schools (Replicated School: Rembrandt Elementary/Secondary school). A Pre-K3 - 12th grade model will be replicated at the proposed Vanguard Van Gogh campus. Vanguard Academy will provide accessibility to all students and specifically recruit those identified as at-risk or economically disadvantaged, in an effort to improve their academic outcomes. Target: By July 2022, 56% of all students assessed in STAAR will achieve at Meets Grade Level in Reading/ELA/and Math; 22% of all Special Education students assessed will achieve at Meets Grade Level in Reading/ELA and 30% in Math; 47% of all EL students assessed will achieve at Meets Grade Level in Reading/ELA and 52% in Math. (10 grant criteria points)

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

First-Quarter Benchmark (06/01/2021 – 11/30/2021): Planning/Implementation Phase:1) Finalize and ensure all necessary repairs meet building standards. 2) Purchase instructional materials, technology, furniture, and equipment to outfit the offices/classrooms. 3) Marketing and social media announcements have been developed and will be distributed pending TEA approval of Vanguard Van Gogh. 4) Recruit/On-board highly qualified staff, and provide professional development to all staff. 5) Scope and sequence, vertical alignment and lesson plans have been duplicated from Vanguard Rembrandt for all content areas. 6) Utilize recruitment efforts to ensure a minimum of 50% of students will be in grades assessed for state accountability purposes (grades 3-11 - 5 priority points). 7) Provide assessment and accountability training for the Leadership team. 8) Hold parent/student orientations and community meetings. 9) Open the Van Gogh campus in the fall of 2021 to 556 students (10 priority points and meets TEA's deadline of opening prior to September 2022.)

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Benchmark (12/01/2021 – 05/31/2022): Implementation Phase
 1) Receive designation as a high-quality campus 2) Ongoing recruitment of highly qualified staff, and continuous professional development to all staff. 3) Continue marketing and social media announcements. 4) Provide intervention based on analysis of student assessment data. 5) Teachers will conduct meetings with parents and students to ensure students will excel on state administered assessments. 6) Hold student recruitment activities in support of Phase 2 implementation. 7) Continue the recruitment and on-boarding of highly qualified staff and provide professional development to all staff. 8) Purchase instructional materials, technology, furniture, and equipment for Phase 2 implementation. 9) Finalize all necessary renovations.

Third-Quarter Benchmark

Third-Quarter Benchmark (6/01/2022 – 12/31/2022): Implementation Phase
 1. Continue the recruitment & on-boarding of highly qualified staff & provide professional development to staff.
 2. Continuous marketing and social media announcements.
 3. Hold student recruitment activities in support of Phase 2 implementation.
 4. Scope and sequence, vertical alignment and lesson plans have been duplicated from Vanguard Rembrandt for the expansion of grade levels for Phase 2 implementation.
 5. Inventory and usage reports of all instructional materials, technology, furniture, and equipment purchased through grant funds.
 6. Continuous parent/student orientation for newly recruited families.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

PROJECT EVALUATION DATA: Key stakeholders such as the charter Superintendent, newly appointed Campus Principal, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, Director of Human Resources and Interim Chief of Staff will be involved in receiving evaluation data regarding the Charter School Program Grant. These key stakeholders will work collaboratively to evaluate project data and determine needs for modification. In order to do so, the team will meet with campus administration, teachers, counselors, and other personnel initially monthly, then a minimum of four times per project year to evaluate benchmark progress metrics and guide their decision-making process. These team members will be responsible for reviewing key pertinent information such as: marketing materials and timelines; inventorying furniture, equipment, and supplies needed to open the charter to students, and the strategies and activities being conducted by teachers during implementation, just to name a few.

WHEN AND HOW TO MODIFY PROGRAM: This data will be consolidated and reviewed during the stakeholder meetings. During these meetings, members will discuss the outcomes of the data and determine if the strategies being utilized are effective. If it is determined that the strategies proposed are not enabling the campus to meet the grant objectives and goals, modifications will be discussed.

IF PROGRESS IS NOT SHOWN TOWARD MEETING SMART GOAL, HOW WILL EVALUATION DATA BE USED FOR SUSTAINABILITY: If other, more effective, strategies must be implemented and cause a change in the grant, the charter will send out letters to the community, administrators, and board members. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By keeping stakeholders abreast of grant progress and receiving their buy-in to make grant modifications, the data and modifications made will be able to ensure program sustainability once grant funding has concluded.

Program Assurances

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

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021–2023 Charter School Program Grant (Subchapter 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 their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
 If the applicant’s financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA’s Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

Program Assurances, cont'd.

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.

9. 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 for the 2021-2022 or 2022-2023 school year; 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.
10. 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.
11. 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, 2021;
 - 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.

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.

ROLES AND RESPONSIBILITIES OF ELIGIBLE APPLICANT: The Charter will assign specific grant related duties to the following staff members: Superintendent: This individual will be the authorized official for obligating the Charter to comply with all grant related activities, finances, and reporting. Principal: Will provide a list of instructional, equipment, and materials essential for replication of the Rembrandt campus for Van Gogh. Assistant Superintendent of Curriculum and Instruction: Ensure grade level curriculum and instructional strategies are being followed with fidelity. Chief Financial Officer: Will allocate the budget into approved line items, purchase the grant approved materials, and pay for all other contracted services by ensuring that local purchasing procedures are followed. Director of Human Resources: Ensure all hired staff are highly qualified. Interim Chief of Staff: Will ensure that all program and expenditure reports are submitted and in compliance.

CHARTER MANAGEMENT ORGANIZATION, PARTNER ORGANIZATIONS AND ANY CONTRACTUAL ROLES AND RESPONSIBILITIES: The Charter has no CMO organization managing its campuses. The charter is internally managed and directed by the Superintendent. Moreover, for this grant, there will be no partner organizations involved since a majority of the funds will be dedicated to minor repairs and the purchasing of instructional materials, supplies, and equipment.

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.

The Van Gogh campus will follow the same quality controls as do all the other Vanguard Academy campuses with the authorized public chartering agency. All procedures, rules, and regulations are closely observed by the managing Superintendent. This close oversight helps form both a campus-wide and charter-wide safe/nurturing environment for all students and staff. Due to oversight already being provided, Vanguard Academy does not possess a relationship with any private entity that would be involved in the operation of the charter school. The non-profit organization, the governing board, and officers operate the campuses without direct support from any external management organizations who have decision-making power or control. This structure is effective, as demonstrated by Vanguard receiving an A-Superior Rating in FIRST for the past 10 years. Additionally, with this management structure, in the 2018-19 year the charter was able to obtain Post-secondary Distinction; a Perfect score of a 100/A for Domain III of the A-F accountability section (which is the Closing the Gaps Section for English Learners and Special Education Students); and the Highest score for Domain III.

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.

Vanguard Academy will provide the new proposed charter school campus with autonomy and flexibility consistent with Section 4310. This includes Every Student Succeeds Act (ESSA), and Title IV Part C Section 4310(8). The charter school campus will be permitted to govern autonomously, as evidenced below by the input day-to-day decision makers (administrators and facility manager) at the campus will have on the school's curriculum, calendar, budget, and daily operations: A. Can create an annual budget based on program needs, enrollment, staffing, and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately and responsibly report fiscal information. B. Oversee the use of the school plant and grounds; supervise the maintenance to the physical plant and grounds to ensure a clean, orderly, and safe environment. C. Provide required reports for all school operations including but not limited to: enrollment, calendar, attendance, funds accounting, payroll, and transportation.

Vanguard Academy Van Gogh does not need to abide by Chapter 12, Subchapter C due to the fact the charter is a nonprofit 501 C3 not operated under a school-district charter.

Statutory Requirements

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

Vanguard Academy staff will solicit community engagement through the following: 1) Online surveys and assessments (via email or on the charter’s website); 2) Hold in-person meetings with community leaders and community-based organizations to establish relationships. 3) Create and post on social media outlets to encourage communication and input by parents/community members. 4) Hold townhall meetings with parents at public places. (i.e., City libraries, convention centers and Rembrandt Secondary’s “Zeke Martinez” Multi-Purpose Building). and 5) Hold community walks, conduct home visits and distribute recruitment post cards to Pharr residents as well as the approved geographical areas. By working closely with parents, the charter hopes to: 1) Build an effective parent-base. 2) Understand the needs of the community. 3) Establish a need for the proposed campus. and 4) Lay the groundwork for comprehensive and fair student recruitment and enrollment via approved lottery process (SchoolMint).

With these goals in mind, along with implementing the aforementioned activities, the charter will be able to ensure they collect parent/community input and feedback on suggested strategies for proper implementation and operation of the proposed charter school campus.

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.

Vanguard Academy will utilize grant funds for the preparation and implementation of the opening of the Van Gogh campus. Prior to this application, the charter has planned and gathered all stakeholders required to open a new high-quality campus. Since many of the partnerships and meetings have already taken place, the charter hopes to open their new campus by August 2021.

Funds during the planning and implementation phase include: Minor facility repairs; One-time equipment purchases to start up the campus; Professional Development training for staff and teachers. Curriculum and assessments that will be utilized as training instruments for the staff; Recruitment and marketing staff hours, brochures, social media, etc.; Curriculum, textbooks, library books, and reading materials; Furniture items such as: desks, chairs, file cabinets, etc.; and Technical Assistant Consultants/Professional Development Trainers.

To ensure sustainability after grant has concluded, the charter will utilize Average Daily Attendance (ADA) funds and other state and federal grant allocations. Additionally, competitive grant funds will also be sought after to secure the necessary supplies, materials, equipment, training, and staff.

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.

Vanguard Academy will work with their staff and their previously created School Climate Transformation Team, which includes staff members such as social workers and a Licensed Specialist in School Psychology, to help enhance staff knowledge, skill, and understanding in student Social/Emotional Development and Academic Development. Parent/Family: However, the charter understands the importance of having involved parents; therefore, will also promote constant parent communication via email, on the phone, during parent-teacher nights, at open house events, etc. Community Engagement: Furthermore, Vanguard Academy administration and staff will also take feedback and suggestions from community partners to further enhance the development of curriculum, student/parent relationships, and secure human capital and funding resources. Research on a Community Collaboration Model for School Improvement found the importance of involving community organizations in addition to families in order to improve student and school outcomes. Therefore, the charter plans on increasing community engagement by conducting the following activities: 1) Hold townhall meetings with parents at public places. 2) Hold community walks and make home visits by walking the streets of Pharr neighborhoods and approved geographical surrounding areas. and 3) Create/post flyers around the surrounding cities asking to receive input on the program.

Statutory Requirements

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

Vanguard Academy’s Van Gogh campus will not be providing transportation to students. The transportation model for all Vanguard Academy campuses for the last twenty (20) years has been where the students are dropped off and picked up by their parents every day. Vanguard Academy has discovered that by allowing parents to personally drop off and pick up their children every day, it has allowed for the campus and charter to be successful when it comes to communication between the school and the student’s family, since there is constant communication between the teacher, principal, and parent on a daily basis.

While transportation is limited, Vanguard Academy does provide students with disabilities or who are special needs with the adequate resources whether it would be Speech Therapy, Occupational Therapy and Physical Therapy. Vanguard Academy pays these providers through IDEA funds and school charter funds to ensure consultants go to each campus and provide these services to our students. Additionally, in order to provide all of the at-risk, economically disadvantaged, students of color and all students the opportunity for free College Tuition, the academy hires teachers with master’s degrees or transports students to South Texas College (STC) or The University of Texas Rio Grande Valley (UT-RGV) where they take advantage of dual enrollment courses.

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.

N/A

Statutory Requirements, Subchapter C Applicants

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 Vanguard Van Gogh campus was not established under TEC, Subchapter C, as a Campus Charter School and; therefore, does not need to address this requirement.

Statutory Requirements, Subchapter C Applicants, cont'd.

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.

The Vanguard Van Gogh campus was not established under TEC, Subchapter C, as a Campus Charter School and; therefore, does not need to address this requirement.

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.

The Vanguard Van Gogh campus was not established under TEC, Subchapter C, as a Campus Charter School and; therefore, does not need to address this requirement.

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).

The Vanguard Van Gogh campus was not established under TEC, Subchapter C, as a Campus Charter School and; therefore, does not need to address this requirement.

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 Vanguard Van Gogh campus was not established under TEC, Subchapter C, as a Campus Charter School and; therefore, does not need to address this requirement.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize	116	44	44	44	88	66	66	88							556
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	40	Total Parents		1,112	Total Families		556	Total Campuses				1			

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize	154	44	44	44	88	88	66	88	110						726
Total Staff	50	Total Parents		1,452	Total Families		726	Total Campuses				1			

3. Provide the number of students to be served in 2021 -2022 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorize		1	1	1	1	1	1								6
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	1	Total Parents		12	Total Families		6	Total Campuses				3			

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

#	District Name	Campus Name	9 Digit CDC Number
1.	San Benito CISD	Roberts Elementary	31-912-109
2.	Santa Maria	Tony Gonzalez Elementary	31-913-101
3.	Donna ISD	Patricia S. Garza Elementary	108-902-113
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>			

Equitable Access and Participation

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

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

Group	English Language Learners	Barrier	Language Barrier
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

Request for Grant Funds

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

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$30,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$870,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$900,000

PAYROLL COSTS (6100)

BUDGET

N/A	

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development of Teachers and Other Staff - Planning Phase	\$30,000
Developing Curriculum Materials - Planning Phase	\$30,000

SUPPLIES AND MATERIALS (6300)

Acquiring Curriculum and Educational Materials/Supplies - Planning Phase	\$30,000
Costs Associated with Carrying Out Renovations & Minor Facility Repairs - Planning/Implementation Phase	\$810,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$900,000

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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

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