



**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:

Application stamp-in date and time

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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
Only 15% of Black students at Jacquet meet GL or above on STAAR Reading; only 19% of econ disadv students at Jacquet meet GL or above on Reading; only 16% of EL students at Jacquet meet GL or above on Reading.	Implement PLA's evidence-based educational model (that transformed six F-rated schools to A-rated) using data-driven Comprehensive Assessments to design personalized, small-group instruction; ongoing professional development through training institutes, PLA Coaching Cycle, and Professional Learning Communities; and scientifically validated family & community engagement.
Only 14% of Black students at Jacquet meet GL or above on STAAR Math; only 16% of econ disadv students meet GL or above on Math; only 14% of EL students at Jacquet meet GL or above on Math.	Implement PLA's evidence-based educational model, with data-driven Comprehensive Assessments to inform personalized, small-group instruction; ongoing professional development through training institutes, the PLA Coaching Cycle, and PLCs; and family & community engagement.
Only 7% of Black students at Jacquet meet GL or above on STAAR Writing; only 8% of econ disadv students at Jacquet meet GL or above on Writing; only 7% of EL students at Jacquet meet GL or above on Writing.	Implement PLA's evidence-based educational model, with data-driven Comprehensive Assessments to inform personalized, small-group instruction; ongoing professional development through training institutes, the PLA Coaching Cycle, and PLCs; and family & community engagement.

**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.

Jacquet MS will increase scholar proficiency by a minimum of 10% per year in both ELA and math on the state accountability test; improving the overall scholar proficiency from 16% to 26% on the STAAR assessment by spring of 2022.

**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

- 90% of students will be given three (3) NWEA benchmark assessments in Reading and Math; Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY).
- Operating Partner will conduct weekly CFA Assessments in Reading and Math.
- Operating Partner will provide Summary Reports to the District for weekly CFA and BOY, MOY and EOY NWEA benchmark assessments.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

- On average, by the end of Q2 students will make 100% of their fall to winter projected RIT growth.
- Discipline referrals will be down 25% from the same time last year.
- Student attendance will improve by 1 percentage point from the same time last year.

Third-Quarter Benchmark

- On average, by the end of Q3 students will make 100% of their fall to spring projected RIT growth.
- Discipline referrals will be down 35% from the same time last year.
- Student attendance will improve by 2 percentage points from the same time last year.

**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.

Jacquet MS will use a strategic mix of diagnostic, interim, formative and summative assessments to monitor daily, weekly, biweekly, monthly and quarterly progress against our summative SMART goal. Please see Attachment 3, Addendum 8 for a detailed description of these assessments. In addition to these data-driven student assessments, we will utilize the following measures (described in detail in Attachment 3, Addendum 8) to assess progress with implementation and introduce evidence-based interventions, as necessary:

- Scholar achievement controls: these include daily progress feedback cycles and opportunities for explicit reflection; real-time assessments personalized through blended learning; our data-driven, frequent assessments framework; and more.
- Staff development controls: these include daily staff huddles, weekly Professional Learning Communities, bi-weekly observations of the PLA Coaching Cycle, quarterly stepbacks, annual teacher training institutes, and self-paced modules of the PLA Learning Institute which collectively allow the school leaders to work in partnership with PLA to assess staff success with the implementation of the evidence-based PLA educational model.
- Leadership effectiveness controls: these include weekly calls with our partner PLA's Academic team; Bi-weekly Instructional Reviews to provide data analysis and reporting to measure growth; Bi-weekly onsite reviews with leadership to report Academic Priorities for Success status; BOY/MOY/EOY Leadership Coaching Reviews; PLA Leadership Professional Learning Communities; and the PLA Teacher and Leadership Institutes.
- Climate and culture controls: these include weekly site visits and BOY, MOY and EOY climate and culture audits to determine each school's success with implementing PLA's framework of Positive Behavioral Interventions and Supports (PBIS); PLA's recommended real-time behavioral tracking system, Kickboard; structured recognition of student progress in daily small-group instruction and bi-weekly check-ins; and a scientifically validated parent engagement framework.

Evaluation data provided through these systems and controls will allow us to progress monitor and course correct as needed throughout each grant year, ensuring maximization of funds and overall project sustainability.

**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.

Key responsibilities of the Fort Worth district administration include: managing all non-academic and non-curriculum staff and personnel required to provide District services or District services charter partner has opted into; maintaining the school campus and facilities; maintaining necessary records, including but not limited to student attendance and State and Federal funds accounting; and providing transportation and food services. The charter partner, PLA, shall operate as an independent contractor to the District and shall be responsible for delivering the services required by this Agreement. Key responsibilities of the charter partner include: managing and operating Jacquet MS with defined autonomies over people, time, money, and programs as agreed upon in the performance contract; meeting student performance metrics as agreed upon in the performance contract; maintaining fiscal responsibility and that District resources are utilized efficiently; and adhering to applicable District policies. The Board of Trustees of the District will retain its statutory role in governance of the district and will hold ultimate responsibility for the School. The charter partner will regularly submit reports to the District Board regarding the School's progress toward agreed-upon performance goals. Please see Article IX of the Performance Contract in Attachment 3 for more details on the roles and responsibilities of these relevant parties.

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 contractual performance standards align with state academic accountability standards and financial/operational/governance compliance requirements. The district will implement a performance and compliance monitoring system to drive evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. Operators shall provide information/data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system. Operators must report campus performance separately. Annually, the Board shall evaluate each campus against contractual performance standards as outlined in Addendum A-3 of the performance contract. This includes monitoring progress against academic goals and benchmarks, as well as monitoring student attendance. Addendum A-4 outlines the consequences to be instituted if the partner fails to meet the agreed upon performance standards. Required training, probation and revocation of charter are listed as potential consequences depending upon the frequency and severity of the breach of agreement.

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 autonomy of PLA as operator shall be limited only by applicable federal and state (per Subchapter C) and by any local requirements explicitly identified in the Performance Contract. The Board shall recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations including, but not limited to, authority to manage curriculum and instruction, calendars, schedules, budgets, staffing (including evaluation and compensation) and all aspects of daily operation. This autonomy to both govern and manage the daily operations of the campus exceeds that of traditional campuses in each of these domains, permitting, for instance, PLA to set its own staffing levels, salary and evaluation policies.

SEE ADDITIONAL TEXT THROUGHOUT EACH SECTION OF THE PERFORMANCE CONTRACT FOR ALL GUARANTEES OF AUTONOMY.

**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.

Fort Worth ISD is committed to gathering input from families and the community and hosts frequent engagement opportunities in community spaces to discuss the operation of the campus. Key District admin. also meet regularly with local organizations to engage with them throughout the school year. FWISD is committed to ensuring that the community is informed and included in the partnership process so that it is inclusive of all community voices and perspectives. FWISD will provide ongoing support to Jacquet MS through campus websites, parent engagement resources/events, and media support. These resources will be leveraged in the PLA parent and family engagement process, which includes training teachers to effectively partner with parents; creating a welcoming environment for our families; holding an orientation that outlines expectations of parents and what they can expect from us; regularly communicating with parents about their child's performance; and hosting events throughout the year that celebrate their children. We make personal phone calls and launch scheduled outbound calls to share information about the school and to encourage interested families to participate in school events. PLA campuses are warm, inclusive and welcoming to all students and parents. Administrators strive to keep parents involved through the use of the following mediums: On-Site Informational Meetings, Parent/ Teacher Meetings, Parent/Community Feedback Meetings, and Newsletters.

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.

Funds will be used to prepare for and begin implementation of the following strategies and practices: extensive, daily differentiated, data-driven small-group and standards-aligned instruction and intervention; rigorous, frequent, standards-aligned assessments to identify student needs and build cumulative rigor; progress feedback to help students achieve at higher levels; rigorous, evidence-based curricula to support academic excellence; Tier 1—High-Quality Classroom Instruction, Screening, and Group Interventions; Tier 2—Targeted Interventions; Tier 3—Intensive Interventions and Comprehensive Evaluation.

During the planning phase, grant funds will support key personnel such as the Instructional Specialist, the SPED/ELL Case Manager, the Director of Training, and the Community Engagement Manager; as well as the implementation of the PLA Comprehensive Educational Analysis that will identify key scholar achievement and teacher professional development focused needs for Jacquet MS. During the implementation phase, grant funds will support the implementation of data-driven, small-group instruction incl. the dev. and imp. of the Student Data Warehouse; data-driven supp. edu. programs to support scholar achievement; tech. to support data-driven instruction for scholars and PD for teachers; staff recruit. and PD; family and community engagement; and facility renovations and improvements. Following the grant period, programming will be sustained through existing per pupil funding allocated to the campus as well as benefits awarded under SB1882.

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.

In order to effectively engage parents, families and community members in the ongoing operation of Jacquet MS, FWISD has already held several virtual parent meetings, community meetings and staff meetings. These meetings provided a live opportunity for key stakeholders to ask any questions they may have and for FWISD to address any real-time concerns. Various engagement opportunities including town hall meetings, open houses, school visits, scholar recognition events and frequent updates through social media have been, and will continue to be available to our parents, families and community members. FWISD will also work with our partner PLA to leverage various frequent engagement strategies throughout the school year, including the community e-newsletter, news and print media, TV and radio campaigns, digital content, as well as formal and informal community outreach. PLA schools communicate regularly with families through biweekly report cards, parent newsletters, and phone calls home not only to discuss challenging behavior, but also to praise examples of positive behavior. PLA schools maintain an open-door policy and invite families not only to school events, but also to participate in the classroom where they can meaningfully engage with our scholars.

**Statutory Requirements**

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

Jacquet MS will contract with Fort Worth ISD to meet the needs of each student, ensuring the safety of our students is maintained on school buses and other school-sanctioned transportation vehicles. Our transportation plan will be designed with our families in mind, engaging their input to understand the current logistical challenges they may face and refining our transportation plan accordingly. Special consideration will also be given to the unique needs of scholars who may be experiencing homelessness or transience. Agreed-upon transportation services shall be provided each day that Jacquet MS is in regular session. Additionally, to support college campus and other educational enrichment field trips for our high school scholars, we will ensure sufficient safe transportation is provided as needed.

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.

We do not plan to request any waivers at this stage.

**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 PLA instructional model is evidence-based, designed by highly successful educators, and focuses on instruction that is personalized and data-driven. Small-group instruction is a central vehicle for providing mastery-based academic scaffolding, creating a uniquely rigorous and personalized learning experience for every child. This approach, as demonstrated by PLA’s track record of transforming six F-rated schools to A-rated and moving three schools from D-rated to B-rated, has proven very effective for turning around the academic performance of students who have attended chronically underperforming schools. The PLA instructional model employs the following best practices: Extensive, daily differentiated, data-driven small-group and standards-aligned instruction and intervention; rigorous, frequent, standards-aligned assessments to identify student needs and build cumulative rigor; progress feedback to help students achieve at higher levels; rigorous, evidence-based curricula to support academic excellence; and a strong framework of Tier II and Tier III interventions, as necessary.

SEE ADDITIONAL TEXT IN ADDENDUM 8 OF ATTACHMENT 2.



**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.

Jacquet MS will adhere to the admissions policies of FWISD. The school will not discriminate in admissions based on sex/gender, national origin, ethnicity, religion, disability, academic ability, athletic ability, or artistic ability. With the support of our partner PLA, we will continue to seek every opportunity to enroll a diverse student body. This school currently and will continue to serve students who need SPED, 504, dyslexia, bilingual/ESL and gifted & talented (GT) programs. Jacquet will continue to adhere to existing FWISD policies and procedures regarding SPED, bilingual education and instruction for GT students including appropriate identification. The formal policies are outlined in the FWISD board manual. These policies encompass relevant state and federal requirements. FWISD will meet with PLA on a quarterly basis to measure progress and to determine if data indicates the campus is on track to meet performance targets at year's end.

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.

PLA will work with the District to prepare annual financial statements for the Schools, have their financial statements audited by a licensed independent CPA firm, and submit the resulting audited annual financial report to the District within 150 days after the close of PLA's fiscal year. The first audit will commence after completion of the inaugural fiscal year following the opening of the School. PLA will utilize the District's Financial Reporting policies and administrative procedures to ensure compliance with state, federal & local reporting and compliance requirements in accordance with Governmental Accounting Standards Board (GASB), Generally Accepted Accounting Principles, Generally Accepted Auditing Standards (GAAS) and Texas Education Agency Financial Accountability System Resource Guide.  
  
SEE ADDITIONAL TEXT IN SECTIONS 7 AND 8 OF THE ATTACHED PERFORMANCE CONTRACT.

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).

Jacquet MS will continue to have access to PEIMS through a service level agreement with Fort Worth ISD.

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.

According to the Performance Contract, the District will ensure federal and state funds flow to the school. As per Article 14 of the Performance Contract "PLA shall have the beneficial use of all of the funding generated by students enrolled at the School from all funders. This Agreement entitles OP to direct expenditure of funds generated by enrollment of District students attending the School, including federal Title 1 and other categorical funds, including its fair share of funds through any coronavirus recovery or other such federal programs, all funds directed specifically to the School, additional SB 1882 funds available under TEC Section 11.174 and 42.251, and all other funds generated from the State's Foundation School Program ("FSP Funds"), including special allotments, and other funds attributable to, or awarded for the benefit of, students within the District and attending the School."

**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
<input type="text" value="New District-Authorized"/>								243	259	221					723
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>															
<b>Total Staff</b>	<input type="text" value="100"/>	<b>Total Parents</b>		<input type="text" value="362"/>	<b>Total Families</b>		<input type="text" value="362"/>	<b>Total Campuses</b>						<input type="text" value="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
<input type="text" value="New District-Authorized"/>								253	244	246					743
<b>Total Staff</b>	<input type="text" value="100"/>	<b>Total Parents</b>		<input type="text" value="372"/>	<b>Total Families</b>		<input type="text" value="372"/>	<b>Total Campuses</b>						<input type="text" value="1"/>	

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text" value="New District-Authorized"/>								243	259	221					723
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>															
<b>Total Staff</b>	<input type="text" value="100"/>	<b>Total Parents</b>		<input type="text" value="362"/>	<b>Total Families</b>		<input type="text" value="362"/>	<b>Total Campuses</b>						<input type="text" value="1"/>	

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.	Fort Worth Independent School District	J Martin Jacquet MS	220-905-059
2.			
3.			
4.			
5.			
6.			
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <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	<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"/>

**PNP Equitable Services**

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

**Request for Grant Funds**

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

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

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

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

**PAYROLL COSTS (6100)**

**BUDGET**

Personnel to support planning activities	<input type="text" value="\$143,200"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Teacher and Leadership Professional Development	<input type="text" value="\$45,000"/>
Student Data Warehouse Development and Training	<input type="text" value="\$39,000"/>
Supplemental Small-Group Tutoring Program	<input type="text" value="\$29,574"/>

**SUPPLIES AND MATERIALS (6300)**

Supplemental educational programs to support scholar achievement	<input type="text" value="\$283,026"/>
Technology to support data-driven instruction for scholars and PD for teachers	<input type="text" value="\$225,200"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

PLA Operating Partner Services	<input type="text" value="\$42,000"/>
Community engagement and student recruitment	<input type="text" value="\$35,000"/>
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

Facility renovations and improvements	<input type="text" value="\$58,000"/>
<input type="text"/>	<input type="text"/>

**TOTAL BUDGET REQUEST**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](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*

**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 \_\_\_\_\_

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

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