



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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Digitally signed by Tracy B. Armstrong Date: 2024.01.22 23:31:13 -06'00' Date

Grant Writer Name Signature Digitally signed by Tracy B. Armstrong Date: 2024.01.22 23:31:56 -06'00' Date

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

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- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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3. Shared Services Arrangements

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Parnell Elementary School last Met Standard in 2016. 2017-2023, the campus was either not rated or received an accountability rating of IR or F. MAP BOY, MOY, and EOY data indicates students are not meeting growth projections.	Jasper ISD will partner with Third Future Schools to implement there learning model on the campus. The model provides scaffolded instruction with highly differentiated lessons and activities to significantly close achievement gaps, increase student engagement and learning.
The consistent lack of student achievement as indicated by STAAR, indicates that the quality of instruction is in need of consistency and teachers are in need of training to deliver high quality instruction.	The partnership with Third Future Schools (TFS) will allow teachers to develop and grow professionally through TFS's model of training, coaching and continuous feedback to teachers. This will allow teachers to develop and deliver engaging lessons to students that promote academic success and growth.
Our students need more instructional time with teachers who are knowledgeable and understand that every opportunity counts and should be spend developing and growing students academically.	TFS will provide 185 days of instruction which will allow students more face-to-face learning time. The increased learning time will allow our students to catch up and students will receive additional instructional time through the LSAE model TFS has proven to be successful to in increase academic success of all student groups.

5. SMART Goals

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

By June 2025, Parnell Elementary will have a campus accountability rating of C and students will demonstrate an average of 1.6 years growth on math and reading MAP from BOY to EOY.

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

#	Implementation SMART Goal	Progress Measure
1.	By June 2024, provide financial support to Third Future Schools to implement training for teachers using their proven model.	Progress will be measured through expenditure reports outlining activities that promote charter implementation and start up.
2.	By June 2024, identify liaisons between TFSs and JISD who will meet monthly to ensure all barriers are removed or addressed.	Progress will be measured through Google progress notes and the district's liaison weekly meetings with district leaders.
3.	By Dec 2024, TFSs will provide the district MAP data to show the increased academic success of all students include spe pops.	MAP MOY data will be reviewed to ensure students are making progress towards the 1.6 years of growth.
4.		
5.		

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6. Measurable Progress

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

#	Benchmark Used	Goal
1.	Beginning of year MAP NWEA assessments in all core subjects will provide baseline data for MOY and EOY growth reports.	1st Q = MAP BOY complete and reviewed; Teachers are implementing the TFS model with fidelity including DOL, and LSAE model.
2.	MOY reports will be made available and the expected growth of each student is .85 for MOY.	1st Q = MAP BOY complete and reviewed; 2nd Q = MAP MOY complete and reviewed to address teachers who are not making gains with student growth; 3rd Q=student growth of 1.7
3.	Teacher observations and data will be reviewed by district leaders and superintendent.	1st Q=Teachers trained on TFS model; 2nd Q=75% of teacher observation data should reflect effective implementation of the TFS model; 3rd Q=80% teachers effectively implementing TFS
4.		
5.		

7. Project Evaluation and Modification

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

Jasper ISD's superintendent will address any benchmarks or summative SMART goals that do not show progress with the superintendent of Third Future Schools-Texas. After review of each goal, the superintendent and Jasper ISD staff will determine if there were any barriers to TFS-Texas not meeting benchmarks and address them if any were are found. In addition, the superintendent will review the contract to determine if significant gaps require a termination of the contract. If found to be issues that Jasper ISD can resolve to ensure students are receiving quality instruction it was be addressed and rectified immediately through face-to-face meetings, calls, or virtual meetings.

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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 assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Charter School Program Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

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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 Jasper ISD entered into a partnership agreement on November 13, 2023 in accordance with SB1882. In accordance with the performance contract (attached), Jasper ISD granted Third Future Schools-Texas subchapter C charter to operate a district campus, Parnell Elementary School. Jasper ISD 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 Parnell Elementary School as an independent campus subject to transparent accountability requirements, based performance standards under TEC Chapter 39 and 39A. The main role of Third Future Schools Texas is to improve student outcomes at the campus by using a strong instructional program. Third Future School-Texas has full autonomy over the calendar, hiring, instruction, and funding. Jasper ISD's role is monitor and ensure targets and goals are on target to being met. Third Future Schools-Texas has the ability to buy back services of the district and determine the needs of the campus. Third Future has hired a large portion of the staff and is currently in the process of hiring a campus principal to oversee the campus along with the TFS Director of Operations.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA or the school district authorizer), such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved (TEA or the school district authorizer) will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Third Future Schools-Texas and Jasper ISD entered a charter school agreement on November 13, 2023. Addendum-3 to the contract outlines 9 performance goals. The goals include 5 financial goals and 4 academic performance goals. The contract allows Jasper ISD to terminate the agreement if TFS-TX fails to achieve the academic outcome or financial goals. If the campus recieves an F or D rating, the contract will be terminated.

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.

Article IV of the attached contract specifies that Third Future Schools-Texas shall operate as an independent contractor and that its governing body shall remain independent of the District. Additional details of autonomy are outlined in Articles VIII and IX of the contract. Third Future Schools 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. Addendum 8 of the contract provides a menu of services Third Future Schools-Texas may accept or decline. The flexibility provided to Third Future Schools-Texas is over and above the other campuses within the district.

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9. Statutory Requirements (Cont.)

4. Describe how the planned academic program will support improved academic outcomes for educationally disadvantaged students.

Third Future Schools-Texas provides a DYAD where students are exposed to various enriching activities to expand upon their classroom knowledge. This model will allow students opportunities and exposure to activities they would not otherwise have access to participating. Students who have been resistant to coming to school will learn that school is a place of learning and enrichment. The daily demonstration of learning and LSAE implementation provides all students to opportunity to master skills and get immediate teacher feedback and reteach instruction immediately which allows for there gaps and misconceptions to be addressed daily. Teachers are knowledgeable of the content and can provide solid instruction to students without all the common distractions found on most campuses.

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

Third Future Schools-Texas and Jasper ISD have hosted 3 town hall meeting with plans to host 4 more before May. In addition to the town hall meetings, Third Future Schools representatives will have the opportunity to speak at upcoming monthly parent meetings and the local radio station to increase awareness and support of the partnership. Third Future Schools representatives and the district liaison are planning to attend the Chamber of Commerce and various clubs and organizations in the community to increase awareness and support of the opportunities available for students at Parnell next school year.

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

Third Future School's (Parnell) schedule and calendar will also strengthen the partnership with families. The flexible morning schedule is designed to support parents and cater to their unique work schedule or transportation situation. Third Future Schools will encourage parents to "hang out" at Parnell with their child after school. Any parent may use computers or internet after school and before 5:00 p.m. when the school closes. In addition, three parent-teacher conferences will also be conducted in a way that caters to parents' work schedules. Each set of conferences will take place over three days and two evenings. Parents will be able to sign up for a time that fits their schedule. School will still be in session so students will not lose instructional time and will be available to attend the conference with the parents and teacher. All events will be posted on social media and notes will be sent home notifying parents of these opportunities.

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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.

Jasper ISD is a rural district with long bus routes. Third Future Schools will match the current pick up times for students so as not to add a burden to our parents and families. All students for all campuses will share a bus to and from the various routes each day. Third Future Schools will utilize the same transportation as Jasper ISD other campuses. On days that Third Future Schools-Texas is in session and the district is closed, TFS will use the district transportation as outlined in the contract's menu of options.

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

Third Future Schools would like to provide summer school and train teachers in the TFS Model during the summer school. Both teachers and students will have a jumpstart on the model implementation and allow form planning to take place before the entire student body engages on the campus in August. The expenditures associated with this planning activity includes staffing, curriculum, technology, equipment and transportation.

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

Implementation activities/expenditures include technology, curriculum, training activities, and desks. All of these items will be used to ensure fidelity of the Third Future Schools model at Parnell Elementary.

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9. Statutory Requirements (Cont.)

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

The grant will cover the start up fees associated with the TFS partnership. Once the first year is established and all of the start up cost for training, technology, and classroom supplies and equipment have been purchased, the costs will be reduced for the preceding years and allow the charter to run on a smaller budget.

9. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

N/A - Jasper ISD does not anticipate any waivers of Federal or State statutory or regulatory requirements.

9. Statutory Requirements Subchapter C Applicants ONLY

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

10. Describe the educational program* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. *If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

Third Future School's instructional model (titled LSAE) was designed to specifically narrow achievement gaps. It combines direct instruction with highly differentiated lessons and assignments. All students receive grade-level, direct instruction for the first 40 to 45 minutes of a 90-minute class. This is important because many students in struggling schools rarely receive grade-level activities or assignments. After direct instruction, students take a "demonstration of learning" (DOL) and are then divided into four groups. The learners (L), who need more time with the specific objective for that class that day, stay with the teacher and receive more guided instruction and practice. The students who are "securing (S1)" their learning and who need more practice at a slightly higher-level work on a different activity in the classroom. Students who have "secured (S2)" their learning work on an activity or assignment that is yet more rigorous. The "accelerated (A)" student receives an even more rigorous assignment. The "secured" and "accelerated" students work in a "team center" outside of the classroom where learning coaches assist them during the remainder of that class period. This model has proven to significantly narrow achievement gaps for all students who are behind academically, including students challenged by language barriers. The lessons are highly differentiated, and students who are struggling with an objective get more time with the teacher.

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

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

Jasper ISD is a small district with single attendance campuses. The district does not have an repeated grade spans on other campuses therefore all students in the district eligible for grades 3-5 will attend Parnell Elementary School. Students will not be turned away from enrolling due to disabilities or English learner status. All students will enroll in school using the Jasper ISD PEIMS software system and complete enrollment forms as other campuses. TFS and Jasper ISD will have shared access to students grades 3-5.

12. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

Third Future Schools - TX follows all statutory requirements for conducting annual financial and administrative audits. TFS currently contracts with Weaver to provide these services. All audits are available on the Third Future Schools website. No critical findings have been reported to date.

13. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS).

Jasper ISD will utilize Skyward for all students in the district including students at the Third Future Schools Campus (Parnell). Jasper and Third Future Schools will have shared access to Skyward-PEIMS. Third Future Schools will employ a PEIMS clerk who will enter attendance and other required information for each student into Skyward.

14. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

All barriers to funding have been addressed and the TFS will have access to all federal funds including Title I, Part A based on the per pupil amount with an estimate of \$300,000. TFS will purchase the items and the district will draw down the funds and reimburse TFS each quarter. In addition, the contract states the following, "Payment Sources. The Parties understand that this Agreement allows for OP to receive the District's usual funds from the State's Foundation School Program ("FSP Funds") that all eligible students within the District receive, as well as federal funds received for services to students enrolled at the School, and to receive additional SB 1882 funds ("SB1882 Funds") for those eligible students due to this partnership Agreement as described in this Article. For purposes of this Agreement, FSP funds are based primarily on the weighted average-daily-attendance ("WADA") allocation received by the District under TEC Chapter 42, Tiers I and II for eligible students enrolled in the District and in actual attendance at the School.

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9. TEA Program Requirements

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorized	0	0	0	0	157	134	158	0	0	0	0	0	0	0	449

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

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

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorized	0	0	0	0	158	157	134	0	0	0	0	0	0	0	449

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

3. Provide the number of students to be served in 2023 -2024 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating District-Authorized	0	0	0	0	157	134	158	0	0	0	0	0	0	0	449

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

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

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

#	District Name	Campus Name	9 Digit CDC Number
1.	Jasper ISD	Parnell Elementary	121-904-103
2.			
3.			
4.			
5.			
6.			

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

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

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9. TEA Program Requirements (Cont.)

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

Jasper ISD is a small district with single attendance campuses. Parnell Elementary is the only campus in the district that serves students in grades 3-5. Therefore, all students zoned to Jasper ISD who are in grades 3-5 attend Parnell Elementary and enrollment is not declined.

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.

Planning Payroll Costs

1.	<input type="text" value="2024 Summer School"/>	<input type="text" value="\$200,000"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

Payroll Subtotal:

Planning Professional and Contracted Services

5.	<input type="text" value="DYAD enrichment program"/>	<input type="text" value="\$150,000"/>
6.	<input type="text" value="SUPPORT INSTR MODEL"/>	<input type="text" value="\$30,000"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

9.	<input type="text" value="TECH AND EQUIPMENT"/>	<input type="text" value="\$300,000"/>
10.	<input type="text" value="CLASSROOM FURNITURE"/>	<input type="text" value="\$100,000"/>
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Planning Other Operating Costs

12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs Subtotal:

Planning Capital Outlay

15.	<input type="text" value="TECHNOLOGY"/>	<input type="text" value="\$100,000"/>
16.	<input type="text"/>	<input type="text"/>

Capital Outlay Subtotal:

Implementation 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:

Implementation Professional and Contracted Services

5.	<input type="text"/>	<input type="text"/>
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

Professional & Contracted Subtotal:

Implementation Supplies and Materials Costs

9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Implementation Other Operating Costs

12.	<input type="text" value="Transportation"/>	<input type="text" value="\$20,000"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs Subtotal:

Implementation Capital Outlay

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>

Outlay Subtotal:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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