

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
High quality programs for students, focusing on the needs of a ""whole child" in a post-COVID era.	Launch a primary campus (PreK-2nd) designed around the community school model, providing students with extended learning time and opportunities, integrated student supports, incorporate family and community engagement, and incorporates collaborative leadership practices.
Average of 60% decrease in student achievement and increased academic gaps caused by the COVID pandemic.	Partner with School Innovation Collaborative (SIC), a high quality operator of Benavides Elementary campus, to expand the individualized academic programming of the elementary campus to an expansion campus.
Benavides ISD struggles to retain and recruit students due to the lack of economic sustainment in the local, rural area. Due to the local context, Benavides has a lack of access to resources and supports.	Authorizing an expansion campus allows the district access to additional resources and supports for teachers and students that will allow the district to provide more students with access to high quality academic programming and expanded learning opportunities.

5. SMART Goal

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

By the end of the 2023-2024 school year, the proposed expansion campus will launch successful operations under SIC, defined as:
 A PreK3 - 2nd grade primary campus with an enrollment of
 80% of students meeting their EOY math and reading growth goal as determined and evaluated by NWEA MAP.

The purpose of the work is to increase the number of high quality programs for students, focusing on the needs of a ""whole child" in a post-COVID era. This grant will allow the opening and operating of a community school that services students academic, mental, emotional, and family needs.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

100% of students will engage in BOY evaluation using NWEA MAP
 100% of teachers will understand the purpose of NWEA MAP and engage in data analysis and the creation of action plans to address student needs
 100% of teachers will implement student data trackers that will be completed after every curriculum assessment.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

100% of students will engage in MOY MAP testing, with 60% of students obtaining their growth goal.
100% of teachers will analyze student data and create action plans to address student needs.
100% of students will set realistic and obtainable goals for EOY.
100% of campus administration and the student recruitment and enrollment committee will engage in development of recruitment and retention efforts for the following school year.

Third-Quarter Benchmark

100% of students will engage in EOY MAP testing, with 80% of students obtaining their growth goal.
80% of students will be considered "on grade level" as determined by NWEA MAP.
80% of students will be registered for the following school year.

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.

In relation to the authorized charter, the evaluation will largely take place in alignment to board policy and the performance contract. This calls for an annual performance report and operator audit. Then, at the end of five years, the Benavides board will conduct a review to determine renewal. If performance measures are being met, the charter will automatically renew for an additional 5 years. If the performance measures are not met, the board will determine whether to renew, place on probation, or revoke the charter. There are additional provisions that require community meetings and adequate notice prior to evaluation.

In relation to the grant SMART goals, the goals are in direct alignment to the performance contract. Therefore, the annual report will include the SMART goals and benchmarks. Additionally, the operator performs quarterly stepbacks with all campuses to monitor benchmarks and adjust plans. This process closely mirrors a campus improvement plan cycle.

In an effort to foster collaboration, Benavides ISD conducts a quarterly board meeting focused on in-district charter schools. This is space to ensure the district is proactively aware of campus performance and grant progress.

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8. Statutory/Program Assurances

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

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

- 6. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
 If the applicant’s financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

- 7. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA’s Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.

- 8. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.

- 9. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

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8. Statutory/Program Assurances (Cont.)

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

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

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

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

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

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

4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

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

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9. Statutory Requirements

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

The Benavides ISD Board authorizes S-I-C to operate an expansion campus near San Antonio. The Board has agreed to enter a partnership agreement with S-I-C provides partner with autonomy over all day-to-day operations, while holding SIC accountable to performance at a 5 and 10-year period. SIC will be responsible for developing and launching a community school model in the San Antonio area serving PreK - 2nd grade in the launch year (23-24) and then phasing in a grade level each year. SIC will provide leadership and guidance to campus leadership to ensure strategic goals and action plans are developed and met.

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.

Benavides ISD has taken a bold step to ensure quality controls, autonomy, and long-term sustainability. These measures are anchored in the performance contract and specific provisions within the contract. First, the contract meets all SB 1882 specifications. Secondly, the contract is a 10 year contract with a review period at the end of 5 year. The review is based on academic performance, domain II student growth, and financial health (operator audit). Lastly, to provide additional quality controls, the district must have a super-majority (5 of 7 vote) to revoke the charter.

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.

Parties agree (Benavides ISD school board and SIC) that the governing board of SIC will have full exclusive authority to approve and amend the HSIC Budget” for the school, comprising a set and to be determined percentage of the funding allocation identified in the attached performance contract. Together, SIC and the Campus Leadership Team shall have full autonomy with respect to the operation of the School (curriculum, calendar, budget, etc.) under the authority granted through the performance contract. Domains of autonomy specified in the performance contract are intended as illustrative and do not represent an exhaustive listing. The SIC will have sole authority in determining the school day, school year, bell schedule, schedule for before and after-school services and for extra-curricular activities. SIC has complete authority over all staffing in the school. Traditional district schools do not have these autonomies. SEE PERFORMANCE CONTRACT. Traditional campuses in the district do not have these autonomies and are under the general direction of central office. This grant and partnership will enable us to thoughtfully release responsibilities to the SIC board and campus leadership team at the proposed expansion campus.

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9. Statutory Requirements (Cont.)

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

The purpose of the Community Design Panel is to engage in developing the mission, vision, and values that will drive the school moving forward. Committee members will be selected from the broader community (70%) and school staff (30%) and be reflective of the demographics of the community it services. The intention is to ensure that all populations have a voice in the design of the school to ensure all voices have representation. The second phase of planning will incorporate 9 subcommittees (1) Mission & Vision, (2) Culture & Climate, (3) Curriculum & Instruction/Academics, (4) Communication & Marketing, (5) Human Capital / Developing Talent , (6) Governance / Advisory, (7) School Operational Plan, (8) Family & Community Engagement, and (9) Student Recruitment & Enrollment.) compromised of the principal, staff, and direct stakeholders, such as parents and school partners. The focus of each committee is to establish structures and systems for the campus and hold responsibility for effectively implementing, communicating and gathering feedback from staff, families, and stakeholders to ensure the proposed campus is meeting the needs of the students and families it serves.

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.

The following activities and expenditures will be covered with grant funds to open and prepare for operations of the proposed expansion campus:
Secure location, including insurance and minor renovations that are necessary to be a safe and welcoming environment
Obtain Certificate of Occupancy
Purchase and Install furniture and classroom equipment that aligns with the instructional model
Purchase, install, and set up technology, including computers for teachers and students, Internet, and smart boards
Salaries for founding school leadership, teachers, and instructional staff prior to the campus being operational
Cost of professional development for founding staff
Expanding PEIMS and financial management system for BISD
Travel by campus management to collaborate with the authorizing district
Set up transportation contract prior to the start of the school year

The campus will maintain financial sustainability after the grant period through state funding based on ADA, fundraising, resource development, partnerships, and additional funders as appropriate to the community school model.

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.

The School Design Committees will be focused around developing and effectively implementing family and community engagement. The committee engage in the development of a process that ensures all stakeholders feel welcome and included in the campus. All family and community engagement efforts will be responsive and reflective of the mission, vision, and values of the campus. The committee will be responsible for planning, implementing, and evaluating the family and community engagement structures across the campus. The committee will work in conjunction with other committees to ensure the campus is properly reaching the different stakeholders within the community. The purpose of the family and community engagement subcommittee will be to host different types of engagements to ensure that the stakeholders feel connected to the campus. These events may include informal get togethers/gatherings, information sessions, celebrations, and feedback sessions. The committee will also be responsible for supporting the development of a parent/teacher organization, planning celebration of learning events, and organizing volunteers for the campus. The committee will also ensure that the proposed campus is highlighting the great strengths of the families and community assets it is housed in.

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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.

The proposed campus will select a facility in a strategic area that is accessible to a diverse demographic of students. The majority of students will be transported by parents/guardians or will be able to walk to school. Based on the needs of the families, we will investigate the opportunity of contracting with a local transportation company to provide transportation to students in need. If the campus is unable to provide transportation this will be clearly communicated to families through the application and registration process. SIC will also explore the opportunity of partnering with VIA, the mass transit agency serving San Antonio, to determine affordable public transportation options to the proposed campus.

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.

The campus will not require any waivers for successful operation of the charter school. The district is considered a District of Innovation and will follow guidelines within this designation.

9. Statutory Requirements, Subchapter C Applicants ONLY

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

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

The proposed campus will embrace the four pillars of the community school model: integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices. The campus will launch as PreK3-2nd grade campus initially, with a phased in approach. The programming implemented at the campus will incorporate intervention periods for all students, ensuring that each student’s academic needs are met through intervention or enrichment experiences that address academic gaps, or push students to their full potential. High quality instructional materials will be utilized to ensure students have access to high quality materials that are vertically aligned across the campus, providing students with equitable academic experiences. Students will also engage in project-based, incorporate depth and complexity icons, and an inclusive after school program. By incorporating the community school model, the proposed campus seeks to support the full needs of a child, including mental and physical health needs, leading to academic success.

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

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

Upon initial campus planning, target enrollment numbers and a recruitment plan will be set between the authorizing district and the Executive Director. During the initial enrollment period, campus leadership will provide weekly updates to the authorizing district which will include enrollment numbers and a recruitment effort summary. Upon launching of the campus, leadership will share daily updates during the first few weeks of operation. After the first month of operations, the campus leadership will shift to monthly updates to the authorizing district. Campus administration will provide an update that will include campus enrollment numbers, recruitment and retention plans, as well as a summary of the services provided to all students, including students with disabilities and English learners. The authorizing district may request an update on any of these metrics at any time.

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.

SIC shall comply with generally accepted fiscal management and accounting principles. SIC agrees to institute strict accounting protocols to prevent any commingling of revenues or expenditures between or among the several Cooperating Districts having campuses under management by SIC. SIC shall maintain account codes identifying the Cooperating District associated with all revenues and expenditures, and shall adopt appropriate internal cost allocation plans prior to any expenditure on joint or shared costs. In addition to any audits required by Applicable Law, SIC shall submit to BISD within 180 days following the end of SIC's fiscal year during the Term of this Performance Agreement financial statements audited by an independent certified public accountant... ADDITIONAL TEXT CAN BE FOUND IN 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).

School Innovation Collaborative has a three year track record as a district authorized charter operator. Over the course of three years, the authorizing district has met all PEIMS requirements. This is due to the operator using the district student information management system of the authorizing district while only using a separate systems for independent budget items. Beyond the track record of compliance, S-I-C also attend service center PEIMS training to enure operator staff is well versed in PEIMs requirements.

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.

Students enrolled at the school shall have the beneficial use of all of the funding they generate and/or that is made available to BISD for their education from all funders. BISD shall allocate to SIC a pro rata share of its total revenue for the education of the students enrolled at the school on a per pupil basis that yields a student-level allocation based on a ratio, the numerator of which is an agreed estimate of total student ADA at the school and the denominator of which is an agreed estimate of total student ADA at the district. This overall allocation includes all sources of funds, such as revenue codes 5800 (State Programs), 5900 (Federal Programs), 5700 (Local Programs) and 7900 (Other Operating Revenue), but the precise mix of funds making up the overall allocation may vary and will be determined each year during the budget development process. ADDITIONAL TEXT CAN BE FOUND IN THE PERFORMANCE CONTRACT.

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TEA Program Requirements

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>															

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

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

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	25	75	75	75	0	0	0	0	0	0	0	0	0	0	250

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

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>															

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

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

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

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			

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

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

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Salaries	\$100,000
2.		
3.		
4.		

Payroll Subtotal:

Professional and Contracted Services

6.	Travel	\$15,000
7.	Professional Development	\$40,000
8.	Operator Implementation & Staffing	\$250,000
9.		

Professional and Contracted Services Subtotal:

Supplies and Materials

11.	Financial Management and PEIMS database	\$25,000
12.		
13.		

Supplies and Materials Subtotal:

Other Operating Costs

15.	Transportation Contract	\$20,000
16.	Location Fee, Insurance, minor renovations	\$200,000

Other Operating Costs Subtotal:

Capital Outlay

18.	Technology and Furniture	\$250,000
19.		

Capital Outlay Subtotal:

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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"/>	
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