



2025–2026 Charter School Program Grant (Subchapter C & D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, September 22, 2025

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: **November 17, 2025 – September 30, 2026** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any 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 Andrea Perez Date: 2025.09.19 13:18:30 -05'00' Date

Grant Writer Name Signature Digitally signed by Chris Ferguson Date: 2025.09.19 13:38:05 -04'00' Date

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

For TEA Use Only:

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) **are 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
Recruit and retain students to meet student enrollment targets (see Program Requirements on p10 of this grant application for enrollment targets).	Provide funding for marketing and advertising efforts to support strategic and effective recruitment efforts. A diverse marketing strategy which includes digital/ social media advertisements, radio advertisements, print advertisements, and other methods will be deployed to help achieve the enrollment goals.
Recruit, develop, train, and retain a high-quality faculty and staff to prepare for the school opening and ultimately deliver a high-quality education to students served at this campus.	Emphasis is placed on identifying and recruiting the best-qualified faculty, and ensuring that high-achieving faculty and staff persons are consistently provided professional growth opportunities. BASIS faculty will be provided training specific to BASIS curriculum, pedagogy, and instructional systems.
Purchase instructional materials, furniture, fixtures and equipment needed for the campus.	Provide funding to support the acquisition of required classroom equipment, school fixtures, instructional supplies and materials, and tools to support the implementation of high-quality education programming.

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 end of school year 2026-27, 85% of students in all STAAR tested grades and subjects will achieve Approaches Grade Level Performance, 60% will achieve Meets Grade Level Performance, and 35% will achieve Masters Grade Level Performance on the STAAR assessments.

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 July 2026, the school will conduct 20 parent facing events including coffee talks, info sessions, and community gatherings.	Calendar of events and event registrations.
2.	By July 2026, the school will have identified and hired 90% of its teaching and nonteaching staff.	Development of master schedule in line with enrollment to determine staffing needs. Onboarding and interviews of staff.
3.	By July 2026, the school will have purchased, received, and setup 95% of IT equipment.	Purchase receipts and inventory management system.
4.	By August 2026, the school will have procured and received High Quality Instructional materials for all core courses.	Inventory management system. Curriculum maps and syllabi.
5.	By August 2026, the school will have procured and installed furniture and fixtures in all classrooms.	Purchase receipts and inventory management system.

For TEA Use Only:

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

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 2/02/2026, 2nd Quarter = 2/03/2026 to 4/21/2026; 3rd Quarter = 4/22/2026 to 7/08/2026; 4th Quarter = 7/09/2026 to 9/30/2026.

#	Benchmark Used	Goal
1.	1st Quarter = Beginning of Grant to 2/02/2026	Initiate marketing and host events to ensure successful Open Enrollment period 11/25 to 12/25. Lottery held in January. Hire and onboard Head of School for this campus.
2.	2nd Quarter = 2/03/2026 to 4/21/2026	Continue student recruitment efforts to ensure the campus opens at or above year 1 enrollment targets. Identify other members of the school's leadership team.
3.	3rd Quarter = 4/22/2026 to 7/08/2026	Hire the additional faculty and staff needed for pre-opening and year 1 operations. Procure instructional materials, furniture, fixtures and equipment needed for the campus.
4.	4th Quarter = 7/09/2026 to 9/30/2026	All students who failed a portion of the STAAR 2025 will be identified and targeted for interventions. Administer benchmarks to determine baseline academic performance.
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.

Student recruitment: Reevaluate needs and/or strategy based on advertising analytics, community response, and enrollment progress; growth and marketing teams meet regularly to discuss project status and unforeseen challenges. Utilize the data to identify where additional marketing and community engagement is needed.
 Faculty/Staff recruitment: Reevaluate needs and/or strategy based on hiring progress; growth and HR teams maintain regular communication. If not meeting goals, seek additional recruiting opportunities through increased job postings and job fair attendance.
 Procure instructional materials, furniture, fixtures and equipment: Reevaluate needs based on facility and enrollment adjustments as needed. Monitor progress via inventory management to ensure adherence to benchmark timelines.
 Student Outcomes: Prior to the beginning of the school year, we review STAAR data and create strategic academic plans for students at risk of failing. As a data-driven network, we also collectively analyze data from other measures to identify areas for growth for students, content areas, grade levels, and campuses. This data allows schools to compare results across the network and share best practices. If students are not trending to meet their goals, administrators use this data to adjust plans and instructional strategies as needed with teachers during their regular team meetings. Students not progressing in grades 6 and up receive additional support during study hall periods and have access to teachers after school during group tutorial sessions. Our campus is also outfitted with a variety of intervention curricula to meet students' needs should alternative resources be needed. Each summer, school administrators participate in network-wide professional development focused on using data to inform instruction and improve results.

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

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 2025–2026 Charter School Program Grant (Subchapter C & 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.

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

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.

BASIS Texas Charter Schools, Inc. (BTCSI) is a nonprofit organization providing a network of high quality public charter schools in Texas and has been operating since school year 2013-14. BTCSI currently serves in excess of 9,000 students across seventeen campuses. BTCSI has a well-distinguished Board of Directors. The Board of Directors has employed a Superintendent and an Executive Director to meet all non-delegable duties including fiduciary responsibilities. Both are located in San Antonio, Texas, and bring over 25 years of combined experience in the education industry.

BTCSI has entered into a service agreement with BASIS Ed to provide certain services, such as Growth Development, Financial, Compliance, Curriculum, Human Resources, and Technology. The BASIS Ed Texas CEO has over 15 years of experience in education. The BASIS Ed Texas Office includes the Vice President of Growth, Vice President of Planning & Development, Senior Vice President of School Services, and Vice President of Operations who provide direct support to each campus' Head of School and Head of Operations, and work to ensure all BASIS Texas Charter Schools meet requirements. The Superintendent and Executive Director work closely with BASIS Ed to prepare routine reports to the BTCSI Board of Directors and various external agencies.

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.

BTCSI's consistent level of success stems directly from our highly skilled and passionate subject-expert teachers and their use of the BASIS Charter School Curriculum. We understand that the performance of our schools in the state's accountability system will be one of the most important factors of the district's charter. BTCSI has consistently had an overall rating of an "A" since inception, including 2025 with a score of 93 out of 100. The BASIS Texas Charter School campuses meet or exceed the state average in most subjects and grades, and have earned a number of distinction designations over the last 10 years. The Texas Education Agency rated BTCSI with an overall performance score of an "A" in student achievement and closing the gaps, which positions current and new BASIS Texas Charter Schools with high performance achievement levels. BTCSI has an "A"- "Superior" FIRST rating by the Texas Education Agency, which positions us with high financial strength.

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 campus will be consistent with the federal definition of "charter school" under Public Law 114-95, Title IV, Part C, Section 4310 and BTCSI's contract with the Texas Education Agency. The School will maintain a high degree of autonomy over its financial, logistical, and educational operations, as well as personnel decisions. We will adhere to public school requirements according to charter school terms. The BASIS school managers typically include a Head of School, a Head of Operations, a Director of Student Affairs, and a Director of Academic Programs. The Head of Operations manages facilities, human resources, finance, accounting, events, and logistics. The Head of School hires and manages academic personnel, academic/curriculum services, student performance/processes and reports. Teachers have the autonomy to present subject matter in their own creative and engaging ways, with accountability for outcomes.

For TEA Use Only:

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

9. Statutory Requirements (Cont.)

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

Teachers are trained in the implementation of proven instructional methods throughout their tenure. Teachers, administration, and the Academics and School Management Departments of BASIS Ed, continually reevaluate the instructional methods used to help their students master foundational, standards-based skills as well as the higher order thinking skills incorporated into the curriculum. Teachers are encouraged to engage in a wide variety of research-based, differentiated instruction. The diversity of methods employed by teachers in BASIS schools will be appropriate for the BASIS Leander student population because it demands that teachers know where every student is as they progress through the course material. This is good for all students, including English Learners, students with disabilities, and transfer students. Our students have an incredible variety of skills, abilities, and challenges. BASIS Charter School Curriculum is accelerated and rigorous; however, even students who come to us below grade level are able to move at our pace because our integration of topics and courses helps create connections between prior knowledge and new concepts/skills. Students find that our spiraled curriculum helps them "hit the ground running" each year and helps them know what to expect in the years to come. The consistency of courses and major topics helps students feel comfortable and confident with even advanced material.

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.

BTCSI values community outreach and input. Since we brought our first school to the Austin area over five years ago, parents have been emphatic in their requests that BASIS open a campus in Leander. This interest is underscored by a waitlist of over 3,000 students at our nearest campus, BASIS Cedar Park. Because of this community demand, we are excited to start hosting information sessions, coffee chats, parent panels, and other similar events for the Leander campus in 2025. These events will create opportunities for the community to learn more about BTCSI and to interact with BASIS leaders and teachers. All of these events include opportunities for Q&A and interactions with members of the community. These events are a mix of in-person and virtual to meet the diverse needs of our families. In addition, the school's Head of School, Registrar, and others will devote time to reaching out to individual families via phone and email to answer questions, gather input, and address any concerns. The school will create and rely on its Booster Club, a parent volunteer organization that acts as the "social glue" between the families at the school. Once the campus is operational, an online Parent Portal will provide a direct line from parents to the school and parent surveys are conducted to solicit formal feedback from families.

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

Engagement activities for the campus are numerous. BTCSI actively interfaces with community members, businesses, and philanthropy groups building relationships for future support and input into campus operations. School leadership will engage in dialogue with parents on individual student needs as well as school-wide operations. Additional communication for Parents/Guardians is through the school's Parent Square Directory, an electronic system in which issues, concerns, or questions can be exchanged. Every time school personnel interact with parents in-person or electronically, or through school events, that dialogue is valued and considered in the school's operation for continued improvements. School surveys throughout the year to parents/ guardians will provide data to guide the decisions of senior leadership as they engage in on-going communications with community members and stakeholders. The results help school leadership in addressing improvements and the development of additional solutions. Throughout the school year, and largely during summer months, school leadership engages in planning and consideration of input to make a responsive school to the community.

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

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.

At this time, The School is not planning to provide transportation services. Parents/Guardians are responsible for dropping off and picking up their students on a daily basis throughout the school year and during summer/break sessions. The Parent/Student Handbook outlines the transportation and designations for pick-up and drop-off locations and procedures. However, the campus will provide transportation to any special education student, if it is a required service in the student's individualized education program (IEP).

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.*

The School's Planning Phase activities and grant expenditures are focused around three main components.

Payroll for School Leaders and Instructional Support Roles. These roles will focus on:

- o Development of school specific programs and services aimed toward achieving education results
- o Planning for professional development of teachers
- o Informing the community about the campus
- o Teacher and staff recruiting

Outreach and Recruitment to include informational materials and purchased services such as printed and digital advertising and digital re-targeting to inform the community about the BASIS program and outcomes, registration process, and lottery.

A rented facility to serve as an enrollment office, workplace for Year 0 planning staff, and community events such as Coffee Talks.

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.*

Planned activities and expenditures for implementation activities are centered around Educational materials and Information Technology.

High Quality Instructional Materials, including textbooks, that are TEKS and program aligned will be purchased.

Classroom technology including student Chromebooks, staff computers, and wireless access points will be purchased.

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

9. Statutory Requirements (Cont.)

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

The School has a detailed development plan and the team is confident in its ability to launch a successful, high-quality charter school campus. BTCSI's has a strong financial position, supported by its steady enrollment growth and outstanding student achievement.

Financial sustainability during the grant period and thereafter are not limited to the following: Texas Education Agency through the School Foundation Fund based on student count and growth. The Individual Disability Education Act (IDEA) related to students with disabilities, ESSA Consolidated Funds for Title II and III related to professional development/ program enhancements, school fund raising, a network-wide Annual Teacher Fund structure, and other grants will support sustainability.

BASIS Ed will provide support through its Finance Division, Grants Development, Curriculum, Marketing, HR, and IT teams.

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.

At this time, there are no requests for waivers of any Federal statutory or regulatory provisions for operating the campus. BTCSI will fully comply as well as timely meet the terms, required assurances, and conditions of RFA 701-11-108; applicable laws, and all commitments made in the Charter Holder's application and will fully cooperate with the Texas Education Agency.

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 10-14):

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.

N/A

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

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.

N/A

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.

N/A

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).

N/A

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.

N/A

For TEA Use Only:

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

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 2026–2027.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Replicating State-Authorized								150	150	90					390

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

2. Provide the number of students to be served in 2026 -2027 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 State-Authorized															

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

3. 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.			

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

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

9. TEA Program Requirements (Cont.)

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

BTCSI will accept applications during an Open Enrollment period. Parent/guardians can complete an application for the BASIS Texas charter school(s) of their choice. If, for any grade level, the number of applicants exceeds the number of openings, BTCSI will utilize an electronic lottery system that randomly identifies students for enrollment or waitlist. Only applications submitted during the Open Enrollment period will be included in the lottery.

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.

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

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.	Leased Employees Year 0	\$162,263
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.	Enrollment Office Rental	\$15,000
6.	<input type="text"/>	<input type="text"/>
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"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Planning Other Operating Costs

12.	Outreach & Recruitment	\$48,000
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"/>	<input type="text"/>
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.	Textbooks	\$460,000
10.	Classroom Supplies & Material	\$20,676
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Implementation 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:

Implementation Capital Outlay

15.	Classroom Tech Hardware	\$194,061
16.	<input type="text"/>	<input type="text"/>

Outlay Subtotal:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

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

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	

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