



2025–2026 Charter School Program Grant (Subchapter C & D, Cycle 2)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, February 03, 2026

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 Date

Grant Writer Name Signature Date

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

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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
The campus did not receive an acceptable score on TEA’s accountability metrics, earning a D or F for multiple consecutive years.	Beginning in June, the campus will begin to improve student achievement and increase its overall accountability rating by replicating the model at Third Future Schools (TFS) across Texas, Louisiana, and Colorado. This model is a proven successful school turnaround model for 1882 TX Partnerships.
Traditional district calendars limit the amount of extended and in-depth professional development, resulting in subpar instructional leaders.	By implementing the TFS model, the campus will receive extensive professional development (both before the start of the school year and during) to master and implement the rigorous instructional model, including in-person and virtual settings, ensuring students receive 185 days of high-quality instruction with acces
The campus scores in the state accountability systems’ “Closing the Gaps” domain and “Student Achievement” domain were below 75.	Expanding capacity and ensuring access to high-quality instruction daily, will enable the campus to implement all aspects of the TFS personalized learning model with fidelity to increase student achievement for all students, especially those in targeted subgroups.

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.

Within one year of operation, the campus will achieve an overall score of 80 or more on the School Report Card of the Texas Accountability System.

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.	Enroll 90% of projected students by Week 6 of Quarter 1, with at least 50% from underrepresented populations	Enrollment tracker will be maintained and checked weekly through Quarter 1.
2.	Successfully launch and implement 100% of planned Quarter 1 curriculum with documented daily lesson execution by Week 4.	Teachers will use daily demonstrations of learning (DOL) to assess progress, refine lessons, and interventions weekly at PLCs.
3.	Achieve 100% operational technology setup including devices and network access for all students by Day 10 of school opening.	Spot observation data and System Review Team (SRT) classroom observation data, as well as NWEA data.
4.	Complete comprehensive training for all teaching sta including 30 hours of curriculum-specific PD and integration by week 1	Spot observation data and professional development agenda/sign in sheets
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 5/15/2026, 2nd Quarter = 5/16/2026 to 7/01/2026; 3rd Quarter = 7/02/2026 to 8/15/2026; 4th Quarter = 8/16/2026 to 9/30/2026.

#	Benchmark Used	Goal
1.	First Quarter - BOY NWEA assessments in reading, math, and science to establish a baseline. Results of DOLs to access and refine lessons and interventions at PLCs. Spot observation data	By the end of the Fourth Quarter at least 50% of the students will have progressed on average a full level on our differentiated instruction scale (LSAE).
2.	Second Quarter - TFS spot observation and Systems Review Team (SRT) classroom observation data	By the end of the Third Quarter, 40% of the spot observations conducted will be proficient or higher.
3.	Third Quarter - TFS spot observation and SRT classroom observation data	By the end of the Fourth Quarter, 50% of the spot observations conducted by the end of September will be proficient or higher.
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.

The applicant will use quarterly benchmarks aligned to the timelines set to monitor progress toward the benchmarks and summative goals. Benchmarks include completion of planning deliverables, staff readiness and professional development participation, fidelity of implementation to TFS' personalized learning model, and student performance data from formative and summative assessments. These benchmarks allow for continuous monitoring and timely data-driven decision-making throughout the grant period.

It is important to note that in the TFS model, value is placed on the assessment of instruction and the fidelity with which the model is implemented. The applicant will use ongoing evaluation data to assess program effectiveness and implementation quality. Data sources include student assessment results, instructional observations, progress toward benchmarks, staffing metrics, and operational performance indicators. If benchmarks or summative goals are not met, leadership will analyze data to identify root causes and implement targeted adjustments to professional development - such as modifying instructional strategies, and/or increasing coaching and support for teachers. In addition, increased instructional time is provided with a lengthened school calendar and an intensive summer program (Q5) that is designed for students who have not made sufficient progress. This continuous improvement process supports sustainability and long-term success on Third Future Schools campuses.

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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 2025–2026 Charter School Program Grant (Subchapter C & D, Cycle 2) 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.

TFS and the ISD have entered into a partnership agreement in accordance with SB 1882. In accordance with the agreement, the school district granted TFS a subchapter C charter to operate a district campus. The ISD's Board of Trustees is the authorizing agency, and the board of TFS-TX holds the charter. The primary purpose of this agreement is to improve student outcomes by authorizing TFS to operate the campus as an independent campus subject to transparent accountability requirements, which are primarily based on the performance standards established under TEC chapters 39 and 39A. The main role and responsibility of TFS is to improve student outcomes by implementing the TFS model. The proposed Third Future Schools campus will operate with a high degree of autonomy consistent with state statute. TFS and campus leadership exercises authority over budgeting, sta ng, curriculum implementation, instructional scheduling, and daily operations. This autonomy enables faithful implementation of the Third Future Schools personalized learning instructional model and allows th This autonomy enables faithful implementation of the Third Future Schools The ISD's role is that of an authorizer and monitors the progress of the charter operator and holds it accountable for meeting the terms of the contract and performance goals. As specified in the agreement, TFS buys back certain services. TFS-TX has a Board of Directors that governs the organization. Superintendent of TFS, Zach Craddock, oversees the operations of the school.

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.

The contract between the district and Third Future Schools (TFS) establishes mutually agreed-upon performance goals and accountability expectations. These expectations include measures such as the school's overall state accountability rating, student progress domain performance, closing the gaps domain outcomes, and additional academic indicators. The agreement includes provisions for termination of the agreement if TFS fails to meet five of the eight established performance goals for three consecutive years.

The district may also terminate the contract based on academic performance if the school receives a state accountability rating of D or F for three or more years, or if academic performance outcomes are not achieved for three consecutive years. In addition to academic benchmarks, the contract outlines specific financial performance requirements for TFS. The district's authorizing policy further provides for probationary status and revocation, as warranted.

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.

Third Future Schools (TFS) is granted exclusive authority over curriculum and instructional decisions; sta ng matters, including compensation, supervision, evaluation, termination, and sta ng models; and the approval or modification of the operational budget. TFS also maintains authority over the structure of the school day, school year, and bell schedule. These autonomies are contractually protected and may not be revoked during the term of the agreement. The level of flexibility a orded to TFS exceeds that granted to other schools within the ISD, enabling TFS to implement its instructional model with fidelity and e ectiveness.

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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 (TFS) employs daily data-driven practices to continuously improve instruction and monitor academic progress. Within the first two weeks following the administration of the previously described assessments—and informed by ongoing classroom instruction and analysis of students’ daily demonstrations of learning—sta refine Individual Learning Plans (ILPs) and provide targeted interventions as needed. Students in all core content areas complete daily demonstrations of learning (DOLs), enabling teachers to deliver precise, differentiated support and engage in focused, data-informed discussions during professional learning communities (PLCs). NWEA assessment data further informs instructional effectiveness and supports evaluation of the overall success of the TFS instructional model. In addition to formal assessment measures, real-time monitoring of instructional quality and implementation fidelity occurs daily. Skilled school leaders and network leadership regularly observe classrooms, assess instructional practices, and provide timely feedback to educators to ensure rigor and differentiation are implemented with fidelity. This comprehensive, data-driven approach has resulted in 100 percent of TFS turnaround schools improving from an F state accountability rating.

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 (TFS) has embedded multiple evidence-based strategies to support effective parent, family, and community engagement across all TFS campuses, enabling strong implementation and operational readiness at new schools. TFS is intentionally designed to support working families by offering extended school hours from 6:30 a.m. to 5:00 p.m., including free before-school and after-school care. These hours provide families with flexible options that align with work schedules while creating additional opportunities for meaningful engagement with the school community. TFS will work collaboratively with community partners, as it has successfully done across existing campuses, to implement the DYAD Program with fidelity. The DYAD Program is intentionally structured to integrate community involvement into the student experience. In addition to elective offerings, students participate in two 90-minute DYAD courses each week, which are facilitated in partnership with community members. This model has consistently strengthened community investment and shared ownership in student learning and outcomes.

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

TFS’s first strategy is to extend campus operating hours to ensure accessibility for families and to encourage ongoing engagement. The campus will be open from 6:30 a.m. to 5:00 p.m., providing parents with increased flexibility to visit the school and drop off or pick up their children in alignment with work schedules. Consistent and proactive communication further strengthens family engagement. School leaders, including the principal and assistant principals, maintain frequent communication to ensure families are informed and actively involved. Prior to the start of the school year, families will receive a weekly message from the principal, along with a weekly “Constant Contact” communication from the TFS Network. The principal will also intentionally invite parents to participate in morning convocations, literacy nights, PTA activities, student performances, and other school events to sustain high levels of family and community engagement.

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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.

TFS will utilize the district for transportation services. As stated in the agreement, the district shall provide all necessary transportation to and from school for the purpose of regular attendance. Any transportation needs outside of the regular schedule, including field trips, shall be contracted back to the District and are charged to TFS.

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.*

Planned activities and grant-funded expenditures to support the launch and implementation of campus operations will include the procurement of online intervention platforms, instructional technology, and equipment to support the DYAD program. TFS's instructional model is personalized and highly differentiated, requiring the use of rigorous, high-quality curriculum and digital instructional resources. TFS will utilize evidence-based curriculum and electronic media to support differentiated instruction and learning activities, including but not limited to IXL, Lexia, Zearn Math, and NewsEla. Educators will be equipped with e-learning tools to support students who are absent due to illness or who are engaging in learning during non-traditional school hours. To enable simultaneous in-person and remote instruction, TFS will provide instructional technology such as webcams, lavalier microphones, speakers, tripods, USB hubs, projectors, and projector carts. In addition, laptops and instructional software are essential to ensure efficient, effective teaching and seamless implementation of the instructional model.

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.*

Third Future Schools (TFS) makes significant investments in professional development (PD) to ensure staff are fully prepared to implement the instructional model with fidelity from the first day of instruction, resulting in improved student learning outcomes. Professional development begins with a nine-day summer orientation, followed by ten additional PD days embedded throughout the school year. Grant funds will be used to support PD service providers who are trained in the TFS model and who will, in turn, facilitate training for campus teachers during summer orientation and Quarter 5 (Q5). TFS also invests in equipment and resources to support the DYAD Program, a signature experiential learning model in which community members share their expertise, skills, and perspectives in areas such as photography, piano, martial arts, fitness, cosmetology, and leadership development. The district has budgeted for these items and activities in future years independent of grant funding, ensuring financial sustainability and continued program implementation after the grant period concludes.

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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 TFS Bylaws include a provision requiring all campuses to be financially solvent by the end of the agreement. Purchases made during the partnership will remain at the campus when TFS leaves. As is the case with all schools in the TFS Network, fiscal sustainability will be maintained through ADA, Title funds, and per-pupil funding.

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.

The District does not anticipate needing any waivers related to Federal 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 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.

10a. Third Future Schools (TFS) has implemented a distinctive instructional model that integrates explicit direct instruction with highly differentiated learning activities and assignments. Following 35 to 40 minutes of engaging, standards-aligned instruction, teachers administer a daily demonstration of learning (DOL) to quickly assess each student's mastery of the lesson objective. Based on DOL results, students are strategically grouped into four proficiency levels to ensure instruction is responsive to individual learning needs. Students who have not yet mastered the objective remain with the teacher to receive targeted, small-group support, while students who demonstrate proficiency or advanced mastery engage in independent or accelerated learning tasks that promote deeper exploration of rigorous content. Through this model, TFS schools consistently achieve nearly two years of academic growth within a single school year.

10b. The campus will serve the grades outlined in the application and will utilize evidence-based and research-based curriculum resources. 10c. Teacher effectiveness is strengthened through the TFS created, research based aligned curriculum (some of which are purchased), frequent demonstrations of learning, differentiated instruction, multiple response strategies, scaffolded supports, and the intentional use of data to inform instructional decisions.

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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.

TFS and the District collaborate to serve students effectively. TFS utilizes the District's systems to distribute marketing and recruitment materials to families; as a result, the District has full access to data related to recruitment, enrollment, and retention and is able to closely monitor TFS's operations. TFS provides an appropriate educational program for students whose primary placement is the resource/support facilitation setting, as determined by the Admission, Review, and Dismissal (ARD) Committee. In accordance with the performance agreement, the District—rather than the Operator—is responsible for delivering services to students with severe special education needs, with TFS reimbursing the District for the cost of those services. To further ensure oversight, the District may designate a representative to participate in any ARD committee convened to address matters concerning a student enrolled at the school or a student being considered for placement at the school.

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.

TFS has committed to an annual independent audit of the campus as outlined in the performance agreement. TFS has contracted with an independent auditing firm to conduct annual financial audits that are distinct from and apart from the district's annual audit.

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).

TFS and the district have agreed to coordinate record keeping and compliance with state law and have placed their mutual agreement in the contract. TFS has agreed to use the district PEIMS record keeping SIS required by TEA for PEIMS data reporting. TFS has agreed to share all relevant and required student performance data, including all information required by PEIMS and all data related to TFS performance goals and metrics.

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.

The district will pay TFS the operating partner allotment (state and local revenue, including 1882 funds), which shall be calculated according to the methodology outlined in the performance agreement. Payments of the funding allocations not reserved for employees at the campus will be dispersed in monthly installments on the 15th day of the month. Payments will be on an average monthly basis based initially on the projections in the performance agreement but estimated weights will become actual weights in the settlement process.

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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 2026–2027.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
<input type="text" value="New District-Authorized"/>								188.	242.	235.							
Total Staff	<input type="text" value="138."/>		Total Parents				<input type="text"/>				Total Families		<input type="text" value="665."/>		Total Campuses		<input type="text" value="1."/>

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		
<input type="text" value="New District-Authorized"/>								0.	0.	0.							
Total Staff	<input type="text" value="0."/>		Total Parents				<input type="text" value="0."/>				Total Families		<input type="text" value="0."/>		Total Campuses		<input type="text" value="0."/>

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](#).

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9. TEA Program Requirements (Cont.)

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

If more students apply than the campus is able to accommodate, TFS will implement a fair and open lottery procedure in collaboration with the district. A waitlist would be developed for open enrollment. Once students have been selected by lottery for a particular grade, the remaining eligible students will be placed on a waitlist in the order in which their names are drawn during the lottery. As spots open up, students will be selected from the wait lists in the following order: Sibling wait list, then enrollment wait list. Wait lists will be maintained and will apply for the duration of one school year. New families who want to enroll in the school the following year must apply and enter the lottery for the following year.

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.
- 2.
- 3.
- 4.

Payroll Subtotal:

Planning Professional and Contracted Services

- 5.
- 6.
- 7.
- 8.

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

- 9.
- 10.
- 11.

Supplies and Materials Subtotal:

Planning Other Operating Costs

- 12.
- 13.
- 14.

Other Operating Costs Subtotal:

Planning Capital Outlay

- 15.
- 16.

Capital Outlay Subtotal:

Implementation Payroll Costs

- 1.
- 2.
- 3.
- 4.

Payroll Subtotal:

Implementation Professional and Contracted Services

- 5.
- 6.
- 7.
- 8.

Professional & Contracted Subtotal:

Implementation Supplies and Materials Costs

- 9.
- 10.
- 11.

Supplies and Materials Subtotal:

Implementation Other Operating Costs

- 12.
- 13.
- 14.

Other Operating Costs Subtotal:

Implementation Capital Outlay

- 15.
- 16.

Outlay Subtotal:

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

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