



**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](mailto: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 district needs funding to plan and plot for the initial growth of its new, replicated charter school as its own funds are currently allocated to serve Universal Academy students and accompanying expenses at its current campuses.	Funding from this grant will allow the district the financial resources to effectively implement the development of its new, replicated charter school.
There is a need to deliver high quality educational programming to this area of Dallas as the charter school currently operating at this location has returned its charter to TEA due to poor academic performance.	Universal Academy, currently an A-rated charter school, will faithfully replicate its core program elements at the proposed campus to maximize benefits for administrators, teachers, staff, and students.
Universal Academy needs to provide outstanding educational services to a greater number of youth in the Dallas, Texas area without compromising small class sizes and individualized attention that are trademarks of its successful charter model.	The district will create a new campus to serve a greater number of students will still maintaining a 15:1 or 16:1 student:teacher ratio at all of its campuses, including this campus. Having small class sizes enables educators to enhance student strengths and address learning challenges by providing specific feedback and differentiated instruction.

**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 September 30, 2026, 100% of students in tested grades will be assessed with a beginning of year (BOY) assessment that will establish a current level of performance for each subject area assessed with an individualized instructional plan created to outline goals for meeting grade level performance and instructional strategies that will be used to help each student meet grade level performance standards as tested on the 2027 STAAR assessment.

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 May 15, 2026, academic performance goals for subject and grade level will be established for the 2026-27 school year.	Performance goals will be completed and approved by the UA board in May, 2026 and disseminated to new staff.
2.	By June 30, 2026, all teaching staff will be hired and all curricular supplies and materials purchased for the 2026-27 SY	Completed staffing rosters in place and all instructional materials and equipment distributed to all classrooms
3.	By July 30, 2026, BOY assessments will be created for all GLs and subjects with staff trained in use to determine initial perf levels	Assessments distributed to teachers; all teachers trained how to use results to establish individualized plans based on BOY results
4.	By September 30, 2026 students will be assessed in BOY bmarks and data disagg to establish individualized instructional plans	Teachers will create and implement individualized education plans for each student based on BOY assessments.
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.	1st Quarter - academic performance goals established for all subjects and grade levels that replicate current goals for all Universal Academy students.	By May 15 2026, academic performance goals for all subject and grade levels will be established for the 2026-27 school year.
2.	2nd Quarter - BOY assessments, data disaggregation guidelines, templates for individualized instruction plans, and monitoring protocols created	By July 1, 2026, all BOY assessments, data disaggregation and instruction templates and monitoring protocols created for the 2026-27 school year.
3.	3rd Quarter - staff training agendas and materials created; training conducted in the use of BOY assessments, data disagg procedures, instructional plan creation, and monitoring protocols	By August 15, 2026, all staff is trained in the use of BOY assessments, data disaggregation procedures, instructional plan creation, and the use of monitoring protocols.
4.	4th Quarter - Carrollton students assessed with BOY assessments, data disaggregated, and individualized instructional plans with monitoring protocols in place for each student.	By September 30, 2026, all students will be assessed in BOY benchmarks and data disaggregation to establish individualized instructional plans for each student.
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.

Universal Academy administrative staff (superintendent, CEO, principals and administrative instructional staff) will monitor each quarterly benchmark to ensure that the accompanying goal for each quarter is accomplished. The evaluation design will link needs assessment, program design, service delivery, and outcomes into a logic model that will monitor process and product for continuous improvement.

As a result, even if benchmarks and/or summative SMART goals do not show progress, evaluation data can be used to modify the program as necessary to satisfy the state and federal objectives of expanding the number of high-quality charter schools available to students across the state. Evaluation costs are not included as a request in the grant budget for this project; the district will cover them.

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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.

Universal Academy is the eligible applicant and will be responsible for designing, implementing, and overseeing all stages of the proposed charter school expansion, including marketing the new school to the public, hiring staff, administering the Charter School Program grant, overseeing the school's occupancy of the leased space, and setting forth the new school's curriculum and academic goals, among other tasks.

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.

Universal Academy has a performance agreement in place with the Texas Education Agency to maintain its charter and accreditation. The assignment of charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The new school will be held to these guidelines. According to the 2025 Charter School Performance Framework and the Texas Accountability Rating System, Universal Academy earned an A in Academic Accountability and received a satisfactory score for its Charter FIRST rating, which measures charter schools' financial integrity. In addition, the charter is fully accredited by the state according to the most recent accreditation ratings. In addition, the charter met the state's standard as a High-Quality charter, will permits the charter to apply for a charter school replication grant. Universal Academy will ensure that its high standards and performance rates translate to its new campus.

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 new school will have the same autonomy, flexibility, rights, and privileges as Universal Academy's other campuses to maintain consistency with the definition of a charter school found in Section 4310. As noted in its board policies, while the district's Superintendent and the Board of Education can set out general directions for its schools to take and offer suggestions for operation, the key administrators at each campus, including the principal, curriculum leaders, and senior teachers, among others will collaboratively develop the curriculum and arrange day-to-day operations and spending of school dollars as they see fit to help students meet Texas' Essential Knowledge and Skills (TEKS) standards. Each campus will also set their own school calendar with at least 180 days and a minimum of 75,600 minutes of instruction as required by Texas state law.

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**9. Statutory Requirements (Cont.)**

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

Universal Academy has a strong track record of improving the performance of educationally disadvantaged students, as evidenced by the three most recent Closing the Gaps domain scores (2023-B, 2024-A, 2025-A) in the Texas Academic Accountability System. To continue to improve the performance of educationally disadvantaged students, A Multi-Tiered System of Supports (MTSS) will be in place on the campus, including an intervention team to develop strategies for students who are not meeting standards as evidenced on benchmark assessments, and updated curriculum assessments will be created for all Universal campuses for each grade and subject area. Teachers will be trained in and use data analysis at the student and teacher level to pinpoint areas of deficient performance and prescribe re-teaching and re-assessment. Monitoring protocols will be in place to ensure that teachers correctly implement IEPs and 504 intervention plans and strategies, with the adjustment of 504 and IEP goals and objectives as needed. Monitoring will be in place to ensure that teachers implement LPAC goals and objectives with the adjustment of LPAC goals and objectives as needed.

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.

Universal Academy will hold Zoom meetings, conference calls, and in-person meetings/presentations with parents/guardians, community partners, and other members of the community to gather input on the implementation and operation of the proposed charter school campus. The district will share information on the proposed budget, curriculum, hiring and training decisions as they relate to staff as the campus is developed. As the campus starts to operate, parents and stakeholders will actively participate in the school's decision-making processes through social media outlets, monthly newsletters, and monthly meetings. Stakeholder feedback will be collected through surveys, comment cards, and round table interviews with the board of education and administrators taking the community's responses and input into account as they work to deliver a high-quality education for its students.

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

Universal Academy's new high-quality charter school campus will launch a Parent Academy similar to other Universal campuses to encourage parents/guardians to invest in and engage with their child's development and academic success, while also giving them equitable access to opportunities to continue their own education and gain career development skills. The campus will also engage with parents/guardians by hosting family education nights, inviting them to partake in planning sessions and meetings that guide the school's direction, and by transparently sharing student data so they can track their child's academic progress.

The campus will invite community-based organizations, cultural institutions, and colleges to come in for project-based learning opportunities, and will partner with these organizations to develop internships and/or work-based learning opportunities for high school students. Additionally, all board meetings will be open to the public, and constituents' feedback will play a large role in the development of the new campus' annual budget.

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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.

Per its school board policy, Universal Academy will provide bus transportation to regular education students who live two miles or more from the proposed charter school campus. Special education students will receive transportation as specified in their Individual Education Program (IEP). The district will also provide appropriate transportation services to any homeless student who attends the proposed charter school campus.

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.*

Planning activities include the following:  
Summer staff training payroll - \$126,250  
Consultants to train new staff - \$30,000  
Financial and PEIMS software purchase and training - \$50,000  
Special Education and legal consultants - \$55,000  
Technology infrastructure installation - \$20,000  
Staff computer equipment - \$28,000  
Other technology equipment - \$25,000  
Property insurance for CSP-funded equipment - \$10,000  
Travel for training - \$7,500  
Property lease 6/1/2026-9/1/2026 - \$3000  
School bus - \$75,000  
Total - \$429,750

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

Implementation activities include the following:  
Raptor security system - \$2,000  
Classroom furniture and other durable furniture for non-classroom areas - \$268,750  
Student technology equipment - \$199,500  
Total - \$470,250

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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.

Universal Academy administrative staff and the Universal board continually (daily, weekly, monthly, bi-annually, and annually) monitor budgeted revenues and expenses for all campuses, including enrollment, attendance, personnel costs, contracted services costs, supply and material costs, and other expenses such as travel and capital outlay. If revenues drop below budgeted amounts or expenses exceed costs budgeted, Universal staff will impose cost-cutting measures to insure financial solvency.

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

N/A; Universal Academy is not requesting waivers of any Federal statutory or regulatory provisions, nor is it proposing any state or local rules to be waived

**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.

Not applicable to this application as the applicant is not a Subchapter C applicant.

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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.

Not applicable to this application as the applicant is not a Subchapter C applicant.

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.

Not applicable to this application as the applicant is not a Subchapter C applicant.

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).

Not applicable to this application as the applicant is not a Subchapter C applicant.

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.

Not applicable to this application as the applicant is not a Subchapter C applicant.

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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	
Replicating State-Authorized	15	15	15	15	15	15	15	15	15	15					150	
<b>Total Staff</b>	15		<b>Total Parents</b>			280		<b>Total Families</b>			140		<b>Total Campuses</b>			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	
Replicating District-Authorized	3	4	4	4	4	4	4	4	4	4					39	
<b>Total Staff</b>	15		<b>Total Parents</b>			75		<b>Total Families</b>			37		<b>Total Campuses</b>			6

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.	Dallas ISD	Boude Storey Middle School	57-905-060
2.	Dallas ISD	Ronald E McNair Elementary	57-905-264
3.	DeSoto ISD	DeSoto West Middle School	57-906-042
4.	Duncanville ISD	James R Bihlhartz Elementary	57-907-112
5.	Duncanville ISD	H Bob Daniel Sr Elementary	57-907-106
6.	Duncanville ISD	Central Elementary	57-907-101

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.

A lottery will be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 5 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the Universal Academy Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

The lottery will be paused momentarily after all available seats are filled. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space becomes available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be "deemed admitted" and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

**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.	Summer staff training payroll	\$126,250
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.	Consultants to train new staff	\$30,000
6.	Fin&PEIMSsoftware/training	\$50,000
7.	Other consultants SpEd/legal	\$55,000
8.	Tech infrastructure installatio	\$20,000

**Professional & Contracted Subtotal:**

**Planning Supplies and Materials Costs**

9.	Staff computers	\$28,000
10.	Other technology equipment	\$25,000
11.	<input type="text"/>	<input type="text"/>

**Supplies and Materials Subtotal:**

**Planning Other Operating Costs**

12.	Property insurance CSP equip	\$10,000
13.	Travel for training	\$7,500
14.	Property lease 6/1/26-9/1/26	\$3,000

**Other Operating Costs Subtotal:**

**Planning Capital Outlay**

15.	School bus	\$75,000
16.	<input type="text"/>	<input type="text"/>

**Capital Outlay Subtotal:**

**Implementation Payroll Costs**

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

**Payroll Subtotal:**

**Implementation Professional and Contracted Services**

5.	Raptor security	\$2,000
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

**Professional & Contracted Subtotal:**

**Implementation Supplies and Materials Costs**

9.	Furniture/Durable equipment	\$268,750
10.	Student technology equipment	\$199,500
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.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>

**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](mailto:competitivegrants@tea.texas.gov). Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

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