



2020–2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, June 1, 2020

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

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

Application stamp-in date and time

Grant period from

July 1, 2020 – February 26, 2021



Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Charter
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent
5. Priority Point Information

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB 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.

RFA # **701-20-122** SAS # **423-21**

2020–2021 PCSP Start-Up Grant (Subchapter C)

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Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**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
Only 35% of students met grade-level expectations for Reading the 2018-19 School Year state assessment.	The TCIS academic team will support the School to implement research based practices, including high-dosage tutoring, differentiated instruction, and peer-led small group learning. All teachers will also be intensively trained to implement the new IB school model. We will also invest in digital readers and engaging digital books to encouraging reading both at school and at home.
Only 24% of students met grade-level expectations for Writing for the 2018-19 School Year state assessment.	Due to the COVID-19 crisis, students will be even further behind when they return to school in August. We will invest in teacher stipends and contracted specialists to provide extended day/week tutoring. We will also invest in digital instructional tools and equipment necessary for effective at-home instruction.
Only 47% of students met grade-level expectations for Math for the 2018-19 School Year state assessment.	We will invest in the furniture and large-screen displays necessary for effective small group instruction and full-class instruction in a social distancing environment.

SMART Goal

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

By the end of the grant term, February 26, 2021, at least 50% of students will be on track to meet the state's grade-level performance standards in Reading, Math, and Writing as measured by STAAR-aligned interim assessments.

Measurable Progress

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

First-Quarter Benchmark

By August 1, 2020 School leadership will have selected highly-effective current teachers and expert instructional specialists to lead extended-day/week high-dosage tutoring and small group instruction.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By October 15, 2020, the student performance deficits resulting from the "COVID slide" will be rectified and 40% of students will be on track to meet the state's grade-level performance standards in Reading; 49% of students will be on track to meet the state's grade-level performance standards in Math; and 35% of students will be on track to meet the state's grade-level performance standards in Writing as measured by benchmark assessments.

Third-Quarter Benchmark

By December 15, 2020, 43% of students will be on track to meet the state's grade-level performance standards in Reading; 50% of students will be on track to meet the state's grade-level performance standards in Math; and 45% of students will be on track to meet the state's grade-level performance standards in Writing as measured by benchmark assessments.

Project Evaluation and Modification

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

The Texas Council of International Studies (TCIS) has been awarded a campus charter by Longview ISD to operate 4 elementary schools, two middle schools, and the district's comprehensive high school. TCIS was founded with the mission of providing high-quality International Baccalaureate (IB) programs to public school students. In order to achieve the ambitious achievement levels required of IB schools, our leadership team will measure student progress, analyze data, implement immediate interventions, and evaluate results to inform professional development and goals. We will implement the STAAR-Interim assessments in early November and February. Data from these assessments will be analyzed by the TCIS chief executive officer, chief academic officer, and campus leadership to determine the best strategy to improve classroom instruction and to intervene and remediate targeted students.

TCIS will utilize the district's Student Information System (SIS) to store and refine data. The data will be analyzed by CEO and CAO and any modification of instructional plans will be decided with campus leadership and after consultation with district academic and assessment experts. If necessary, TCIS will provide resources such as science and math consultants to help align classroom instruction and interventions.

Annual goals will be set with campus administration after consulting with district leaders for November and February benchmarks (STAAR-Interims). If goals are not met, students who failed to meet benchmarks will be targeted with remediation support that could include:

- Modification of student schedule to align target subject areas needed for success,
- After school/evening TEKS targeted tutorials,
- Online remediation opportunities
- Test taking skills tutorials
- Differentiated instruction to expose student to a variety of methods to master the TEKS.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2020–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements: accommodates the minimum 15-digit account code mandated by the FASRG; generates information needed for PEIMS reporting; and ensures adequate accountability of state and federal funds.
If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Texas Council for International Studies (TCIS) is the operating partner for the School and was awarded a campus charter by the Longview ISD (LISD) board of trustees in April 2020. TCIS was formed to meet the need for an 1882 partner requested by state of Texas independent school districts. Incorporated as a 501(c)(3) in February 2019, TCIS's leadership has almost one-hundred years of combined IB experience as campus and district administrators.

The terms of the charter and the performance contract between the District and TCIS requires that the TCIS, as the charter operator, retain authority over all key elements of successful school operation: people, time, money, and education program. Accordingly TCIS will have authority over all staff assignments at the School, the school's schedule, the school's budget and the methods of instruction. Although TCIS has the broad authority described above, we also recognize that there are certain operational services that the district is better positioned to provide. Accordingly, TCIS is contracting back with the district for centralized services, including transportation, food service, building maintenance, administration of programs for special populations, and extra-curricular activities.

The terms of the performance contract also provide that the LISD board of trustees may terminate the charter and contract if the student achievement or financial goals established in the contract are not met.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired.

The conversion of the school to charter school status is an outgrowth of its broader strategy to create great school options that continuously increase the number of students enrolled in socioeconomically diverse, high-performing schools. The district is aligning all its resources and strategies to accomplish this goal. The schools in the Zone will benefit from this ongoing commitment, including a commitment to shifting the operational practices of the central office to accommodate the principles of school autonomy and accountability that underlie our System of Great Schools theory of action. We anticipate that our charter schools will have a greater share of overall district funds as a consequence. Additionally, our district has been approved for additional funding under Senate Bill 1882. Because these additional funds are perpetual (for the life of the partnership with the charter operator), the operator will be able to use the start-up funds under this grant for needs that are truly specific to the start-up phase rather than for ongoing needs because the operator will have the additional SB 1882 funds for ongoing expenses unique to the school model.

3. 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 the district level, Longview ISD has been conditionally approved for waivers of the 15% charter school enrollment cap found in TEC Sec. 12.0522 (b) in order to maximize the number of district students served in high-performing schools.

At the campus level, under the terms of the performance contract and charter, TCIS has the benefit of the full list of statutory exemptions provided by Subchapter C, Chapter 12, Texas Education Code.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Early Implementation of New IB Model: The funds will be used for initial implementation activities, including (a) expenses associated with informing the community about the school; (b) acquiring necessary equipment and educational materials; (c) professional development for teachers and other staff who will work in the charter school; (d) computers, display equipment, furniture, and associated installation costs. TCIS will collaborate with the district to implement Title 1 and SPED protocols for monitoring students' performance, implemented strategies, and teachers' proficiency.

Accelerated Instruction. Due to the COVID-19 crisis, students will be even further behind when they return to school in August. We will invest in teacher stipends and contracted specialists to provide extended day/week tutoring. We will also invest in digital instruction. We will invest in the furniture and large-screen displays necessary for effective small group instruction and full-class instruction in a social distancing environment. We will also invest in digital readers and engaging d

Further, these grant funds will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) State and local funds. Furthermore, Longview ensures that the campus served with these grant funds will receive all of the State and local funds it would have received in the absence of this award.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

The district is contractually obligated to fulfill its requirements as the local education agency responsible for implementation of the Individuals with Disabilities Education Act (IDEA) §1413(a)(5) and TCIS is contractually obligated to enable provision of services under the Act. For its part, TCIS commits in its charter that the arrangements for students with disability will be evaluated on a case by case basis in collaboration with the district's Special Education Department and in accordance with all applicable State and Federal laws and individual student needs. Entities currently serving the needs of these students will be honored. TCIS further commits in its charter to compliance with the Longview ISD board policies addressing services to students with disabilities. The district's Director of Special Education will conduct quarterly meetings with TCIS to review student records and placements and conduct site visits twice annually or more frequently as warranted. TCIS is not a local education agency for purposes of IDEA Section 1413(E)(1)(B).

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The school will serve students in grades 1-5. Learning will occur through the transdisciplinary themes of (1) who we are, (2) where are we in place and time, (3) how we express ourselves, (4) how the world works, (5) how we organize ourselves and (6) sharing the planet. Specials teachers will be included in each grade's planning to connect learning across all disciplines. Teachers will be trained in the IB Approaches to Teaching and enhance their instruction to be based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by assessment (formative and summative). Pedagogical skills learned will change instruction across the school in all courses including courses that serve students with IEPs and English language learners.

Statutory Requirements

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage 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. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Pursuant to the charter and performance contract agreed to by the district and TCIS, the independent governing board of TCIS will have full autonomy with respect to School level to people, time, budget, and education program. As the contract provides, TCIS will (1) directly manage and evaluate all campus staff, regardless of whether employed by LISD or by TCIS and have final say over assignment of staff to the campus; (2) solely determine the school day, school year, bell schedule, schedule for before and after-school services and for extra-curricular activities; (3) independently approve and amend campus budget; and (4) solely approve curriculum (consistent with state standards), the educational plan, instructional materials, assessments other than required by state, and extracurriculars. See Performance Agreement between Longview ISD and TCIS, Article VII, pps 7-8 and Article IX, pps. 11-16.6

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Performance Measure 1 (Campus Overall Rating) shall be the most important metric in the Academic Excellence section for assessing the academic success with the other measure serving as guideposts. A school will be considered as having met the Academic Excellence measure if the school meets the overall rating in Performance Measure 1: A or B for 2020-2021, 2021-2022 and 2022-2023. Performance Measure 2 (Student Progress Domain) will be 76, 77 and 78 consecutively for the years 2020-2021, 2021-2022 and 2022-2023. Performance Measure 3 (IB) will be Candidate for the years 2020-2021 and 2021-2022 and Authorized for 2022-2023. For each objective, will measure student progress, analyze data from STAAR-based interim assessments, implement immediate interventions, and evaluate results to inform professional development and goals.

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

To ensure parental and community engagement opportunities, TCIS will cultivate partnerships with parents and community members. A local advisory committee be formed to ensure that there are ample opportunities for parents and the community to shape the educational programs. Working in partnership with the LISD Community Relations, TCIS will designate resources to enhancing communication. For example, financial and human resources will be provided to upgrade the school websites from navigating to the site to the content and appearance of the site. School leadership will contribute informative pieces for inclusion in the LISD Longview Voice newspaper. Resources will be dedicated to support the planning of events for parents and the community. All communication will be available in English and Spanish. Priority will be given to supporting or enhancing systems of communication already in place and functioning successfully.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

The school leadership team will continue inform families from across the district about the school's profile and offerings, but will shift its approach to use digital outreach more than it has in the past given the COVID-19 crisis. TCIS will also host a campus showcase, open to all East Texas area students and parents. In addition to the traditional communication sources - campus marquee, website, and flyer/mailee - communication of the showcase events will be delivered via a unified social media presence with a designated campus staff member being assigned as the coordinator. TCIS will budget for marketing with a plan including the following: Local newspaper and magazine advertisements, movie theater commercials, Internet social media and mailers.

Statutory Requirements

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

(a) Longview ISD was selected by the Texas Education Agency to participate in the System of Great Schools initiative. As part of this initiative, LISD created an Office of Innovation and selected a chief innovation officer. This office organized a Call for Quality Schools under which the charter application was published in Fall 2019. The Office of Innovation established an interview committee that included senior district leadership. The committee interviewed and scored applicants using a standard rubric prepared by the Office of Innovation. The committee's evaluation and recommendations were presented to the superintendent for selection. The superintendent presented his recommendations to the LISD Board of Trustees. (b) The Longview ISD board selected TCIS on the basis of the ambitious student outcome goals, the track record of its leadership team, and authority of the LISD board to terminate the contract if outcome goals are not met. (c) School leadership will have dramatically more freedom than traditional campuses – across domains of people, time, budget, and programming. This extraordinary freedom in operating the campus is balanced with exceptional accountability. The organization's role in operating the schools is entirely dependent on meeting ambitious student outcome goals. (d) The school is converting from a traditional campus to a charter campus. See Performance Agreement between Longview ISD and TCIS, Article VII, pps 7-8 and Article IX, pps 11-16. As a consequence of this conversion, the school will be transforming its educational program by incorporating the world-class IB curriculum and educator supports. Students will develop a broadened range of skills and knowledge using their mastery of the Texas standards as a strong foundation.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Office of Innovation at LISD will lead a comprehensive, periodic review and evaluation process that complements the contractual, summative performance goals. This process will include cooperative review of formative assessment data, site visits, and collection of community feedback. The performance contract requires progressively higher achievement outcomes for the term of the contract. The contract may also be terminated if IB authorization is not maintained.

13. 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 separate and apart from the district audit. 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 PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The charter operator will contract for an independent audit annually by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The school will ensure financial transparency by adopting district and school budgets at board meetings and posting district annual audits and annual reports on the website. TCIS will use the district student information system for data reporting. See Performance Contract, Paragraph 14.14, p. 25.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Parties understand that the performance contract requires that TCIS have budget authority over all local, state and federal funds generated by eligible students. LISD will establish a special reserve account that includes each of these funds categories and will execute expenditures approved by the TCIS governing board for the benefit of students. TCIS is authorized to exercise this authority, including authority over federal funds for the benefit of the School, on July 1, 2020.

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 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	5	5	84	85	62	73	85								399
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	38	Total Parents	638	Total Families	339	Total Campuses	1								

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	5	5	85	86	62	74	86								403
Total Staff	38	Total Parents	645	Total Families	343	Total Campuses	1								

3. Provide the number of students to be served in 2020-2021 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](#) link for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Not Applicable - No students will be served during the 2020–2021 school year. <input checked="" type="checkbox"/>															
Total Staff		Total Parents		Total Families		Total Campuses									

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

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X

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

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.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school	\$65,000
Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)	\$735,000
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	\$800,000

PAYROLL COSTS (6100)	BUDGET
Stipends for extended day/week tutoring	\$120,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Contracted instructional specialists	\$70,000
Professional development	\$65,000
SUPPLIES AND MATERIALS (6300)	
Computers; display screens	\$200,000
Instructional materials	\$120,000
Furniture	\$225,000
OTHER OPERATING COSTS (6400)	
CAPITAL OUTLAY (6600)	

TOTAL BUDGETREQUEST

\$800,000

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

Negotiated/Amended Section
For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment
For amendments: 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.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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Changes confirmed with _____ on this date _____
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