



2020–2021 Public Charter School Program Start-Up Grant (Subchapter D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, April 20, 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 **May 1, 2020 – February 26, 2021**

Pre-award costs are not permitted.

Required Attachments

Attachment 1: Federal Definition of a Public Charter School

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):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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.

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
Developing the physical infrastructure - IT-support, furniture, and instructional items for classrooms, offices to have functional classrooms and other areas of campus ready by 07/01/2020 with a projected opening of classes 08/03/2020	We will advertise for bid & use buy-boards/ state surplus property in addition to partnering with educational consortiums or co-ops to ensure we have a functional campus a month prior to school starting.
High quality instruction whereas marginalized students have access to high quality public education in the targeted community. Less than 40% of our targeted pop. read at or above grade level.	Prior to 08/03/2020 100% of our teachers will participate in GT training, SPED, ELL, restorative and trauma-informed training enabling them to identify, evaluate, and support all students. PD will be ongoing with a series of benchmarks and accountability measures to ensure instruction is executed with fidelity.
Currently less than 40% of our targeted student population are graduating college/career ready. Research-based, rigorous, and TEKS- aligned curriculum and socio-emotional learning materials.	SA Prep will serve grades 5-7 during the 2020-2021AY. SA Prep will procure materials whereas starting in 5th grade all students will have access to rigorous curriculum which incorporate project based learning methodologies for deeper and extended learning opportunities.

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.

In Spring 2022, 80% of all students who have completed at least a full academic year with SA Prep who are assessed in Reading or Math will have achieved a score of “ meets” on the Reading and/or Math exams that are part of the State of Texas Assessment of Academic Readiness (STAAR). In Summer of 2020 100% of physical infrastructure - IT-support, furniture, and instructional items to have functional classrooms, offices, and other areas of campus are complete. In Spring of 2020 the SA Prep PD plan will be 100% complete and we will be 100% staffed. In August 2020 100% of our teachers will have completed GT, SPED, ELL, restorative and trauma-informed practices training enabling them to identify, evaluate, and support all students. In Summer 2020 100% of all research-based, rigorous, and TEKS- aligned curriculum and socio-emotional learning materials will be sourced or procured and completion of curricular scope and sequence.

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

Our assessment tools for academic growth consist of Fountas and Pinnell, NWEA MAP Reading, STAAR practice, and I-Ready. Our assessment tools for social-emotional growth are the MTSS system and Collaborative for Academic, Social, and Emotional Learning. First Quarter: April 2020 - June 2020

1. All founding staff positions are filled with highly qualified individuals.
2. Founding teachers have completed at least five hours of onboarding or professional development.
3. Highly-effective, research-backed curriculum has been purchased for grades 5-7 core subjects.
4. The founding leadership team has attended assessment and accountability training.
5. Home visits are completed for 50% of our founding families and benchmark assessment data is collected for 50%
6. Established operational procedures that meet TEA Requirements.
7. Developed tech. plan for SA Prep assuring that Federal/State safeguards are met in the system families and staff will use.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Founding staff has completed 4-6 weeks of summer professional development.
2. Scopes and sequences, vertical alignment documents, and the first units have been created for all content areas.
3. Finish the development physical infrastructure - IT-support, furniture, and instructional items for classrooms, offices to have functional classrooms and other areas of campus
4. 100% of our founding families have met with the school's administrative team.
5. All ELA teachers have been trained in the benchmark and curriculum assessment materials.
6. 100% of our founding students have received benchmark assessment (BOY).
7. Data from assessments for 100% of our students has been analyzed and individualized learning plans are developed; students not meeting standards continuing to receive academic/behavior supports
8. Engage in 6-week evaluation of students' growth on academic/SFL skills gained

Third-Quarter Benchmark

Third Quarter: October 2020 - December 2020

1. A second benchmark assessment (MOY) is conducted for 100% of our students.
2. At least 85% of students show growth on the benchmark assessment.
3. At least 60% of students meet standard on the benchmark assessment
4. At least 95% of our founding families have attended at least one workshop, training, or event on campus.
5. Students not meeting standards are continuing to receive academic intervention and support.

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 successful use of data to drive instruction is dependent on four fundamental elements: (1) assessment, (2) analysis, (3) action, and (4) systems (Bambrick-Santayo, 2012: Leverage Leadership). This four-fold approach will provide an overall framework to guide SA Prep's use of assessment to inform instruction that yields measurable results for students. SA Prep will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to evaluate the efficacy of the program, measure student progress, and make incremental adjustments. SA Prep has an ongoing PD for staff to learn how to effectively analyze and plan from data for instruction and student supports; track student achievement on all standardized assessments. Weekly our teachers collect data, analyzing and action planning during daily 2 hours of personal professional planning time and weekly 2.5 hours of full-school professional development. In addition SA Prep has 4 Data PREP for more cumulative review and action planning to support the needs of all learners as they work towards meeting ambitious goals. Team Teaching Model: Teachers will teach half of the number of students as traditional school teachers. (1) consistently builds strong relationships between teachers, students, and families, (2) uniquely allows for teacher specialization and more personalized instruction. Rigorous Teacher Evaluation: As the leaders, role models, and examples of what is possible for our students, we hold our staff and teachers to the same high expectations. This includes the design and implementation plans for our teacher evaluation system aligned to the T-TESS. Specialized School Schedule: Knowing that students will come to us with gaps in Math and Literacy, we organize our schedule to include 150 daily minutes of literacy instruction and 125 daily minutes of math instruction in middle school to have all students reading and computing on grade level by 8th grade. MTSS: Our MTSS system will be used to do three things: (1) identify students needing additional, targeted interventions; (2) identify students needing special education services; and (3) evaluate the effectiveness of current students' Individualized Education Plans (IEPs). Overall project data, including student PIEMS and benchmark (BOY, MOY, and EOY) data, will be evaluated quarterly to determine whether the project is achieving its goals and performance outcomes, to identify program strengths or challenges, and to inform school administration and staff of successes as well as areas for improvement. PCPB will use evaluation data to modify the program, as necessary, to support student progress and project sustainability as well as to ensure that the SMART goal and performance objectives are met.

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 and TEA Program Requirements as noted in the 2020–2021 Public Charter School Program Start-Up Grant (Subchapter D) Program Guidelines.
4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020–2021 Public Charter School Program Start-Up Grant (Subchapter D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2020–2021 Public Charter School Program Start-Up Grant (Subchapters D), 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 2020–2021 Public Charter School Program Start-Up Grant (Subchapters D) funds.
7. 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.
8. 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.
9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
11. 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).

San Antonio Preparatory Community School is a charter school authorized by the Texas Education Agency as a Generation 24 Subchapter D, Section 12.101 Open-Enrollment School in accordance with StateBoard of Education rules and policies. As such, San Antonio Preparatory Community School is a Local Education Agency (LEA).

The Board of Directors of San Antonio Preparatory is responsible for governing the charter school by providing oversight while delegating day-to-day management of the school to the CEO. The Board will ensure that San Antonio Preparatory School successfully executes on its mission, is fiscally responsible, complies with all applicable local, state, and federal laws, and adheres to our charter agreement with the Texas Education Agency.

To successfully oversee the operations, finances, academics, and compliance of San Antonio Preparatory Community School, the board will set policies and procedures that encourage academic excellence, student achievement, sound financial health, and a caring, positive learning environment. The Board will participate in training and development programs to remain compliant with Texas Education law, and also to ensure that the board stays updated with all legislative changes that may impact the school.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2020–2021 Public Charter School Program Start-Up Grant (Subchapter D) has expired.

Once the 2020-2021 Public Charter School Program Start-Up Grant has expired, San Antonio Preparatory Community School's primary source of income will be from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

We have budgeted conservatively for 85% average daily attendance, though our goal is 95% ADA. Budgeted state revenue figures include 10% Special Education students, 10% Ell students, and 5% gifted and talented students. We will also explore and pursue compensatory education funding in accordance with state guidelines. The per pupil allotment from state funding will be based on our projected Year 1 enrollment of 360 students and a Year 2 enrollment of 300 students. Each year thereafter, we project our student enrollment to increase by at least 180 students each year until we reach our maximum enrollment of 1200 students in grades 5-12.

School leadership will continue to identify additional resources from philanthropic and private organizations.

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.

Not Applicable. San Antonio Preparatory Community School is not requesting any waivers of any federal statutory or regulatory provisions.

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.

SA Prep is cognizant that the purpose of the federal Public Charter School Start-up Grant program is to provide financial assistance for the planning, program design, and initial implementation of charter schools and to expand the number of high-quality schools available to students. All CSP funds will be used specifically for this purpose and in alignment with our needs assessment and SMART goals. If awarded, the grant funds will be used to:

Support the recruitment and professional development of highly qualified teachers. San Antonio Preparatory Community School provides a college preparatory education through high-quality instruction and rigorous curriculum inside a challenging and supportive learning environment, ensuring all students in grades 5-12 graduate college and succeed in the careers of their choice. To deliver on this mission we know that we need to hire highly qualified teachers with strong pedagogical content knowledge. We have allocated funds from payroll and contracted services to allow us to access resources that will help us recruit teachers, to on board founding teachers early with stipends as we prepare for the start-up year, and to provide targeted professional development to our founding team based on the curriculum chosen and their individual needs. Our founding team will play a crucial role in laying the academic foundation for the school and we want to ensure that we support them in doing so.

Support curriculum development and ensure access to quality instructional materials. Through extensive research, we have identified curriculum and instructional materials in our core content areas that are aligned to the TEKS and that promote student-inquiry and engagement. We have allocated funds from supplies and materials to allow us to purchase this curriculum in our planning period, giving our leadership team and founding teachers enough time to familiarize themselves with the curriculum and to begin to develop scopes and sequences, units, and lesson plans aligned to it. We intend on using literacy and math software for targeted, individualized instruction. Our teachers will use technology to closely monitor and capture and student work as we track student progress towards benchmarks.

Support the purchasing of physical infrastructure - IT-support, furniture, and instructional items for classrooms, offices and other non-consumable supplies to have a fully functional campus. Our educational model requires that our students have access to technology and well-equipped classrooms. We have also allocated funds towards the purchase of furniture and other non-consumable supplies such as book bins and bags that will allow us to set up physical learning environments that best support our students.

Support raising awareness of SA Prep in the community. We have allocated funds from professional and contracted services and supplies and materials towards student recruitment and marketing for SA Prep. As we work to open in April 2020, we want to continue to raise awareness in the community. This will ensure that we meet our initial student enrollment goals and that we continue to establish strong community partnerships that will help us better serve our families and students.

SA Prep's leadership team and finance committee of the board will work together to identify additional funding sources (e.g. Title I, IDEA, National School and Lunch Program) and ensure that we are appropriately coordinating funding from federal, state, and local resources in compliance with the law. All CSP funds will only be used to supplement other sources of funding.

Statutory Requirements

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.***

SA Prep will support the needs of every student to uphold our mission that all students be provided with a rigorous and engaging curriculum that puts them on a path to graduate from college. We are committed to the success of every student and will provide the individualized supports required to ensure all students with disabilities receive a Free and Appropriate Education (FAPE). We will comply fully with TAC §19.89, TEC Chapter 29, Subchapter A, and all other applicable state and federal law including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 (ADA). We will use an inclusive, heterogeneous model to ensure that the special education services identified on a student's individualized education plan (IEP) are provided to those students in the least restrictive environment (LRE).

SA Prep will have a Student Support Team, composed of Texas certified special education teachers, at every grade level. These individuals will have experience in special education instruction, law, diagnostic assessments, IEP and ARD management, and parent communication. In addition SA Prep has contracted AIM LLC Consulting to provide PD and special education expertise during the initial start up phase. The Student Support Team will work with the Deputy Superintendent and AIM LLC to ensure that all children with disabilities who need special education services are identified and evaluated in compliance with IDEA 34 CFR §§300.111 and 300.201. We recognize the importance of identifying children with special needs without undue delay and will do so in compliance with state and federal law.

Based on the IDEA child find requirements that permit referrals from any source, including preschools, community-based programs, or daycares, that suspects a child is eligible for special education services, SA Prep anticipates that some students may already have special education services identified. We will immediately implement any services in a child's IEP until an ARD committee meets to reevaluate the IEP. To successfully identify all students who require special education services and who do not have an IEP, all teachers will be trained in the identification of students with special needs. Students may be referred for an evaluation by teachers, administrators, or parents at any point. To ensure that all students are quickly identified when they are struggling and that they receive the required supports, we will implement a multi-tiered instructional framework, referred to as Response to Intervention (RtI). Although RtI involves three tiers of interventions, a parent can request an evaluation or an administrator/teacher can request a referral for evaluation at any point during the RtI process. The purpose of the RtI process is not to delay child find obligations, but to ensure that students are receiving the supports they need to succeed without being mistakenly identified as needing an IEP.

If a parent requests an evaluation for his/her child, we will provide the family with prior written notice of our proposal to conduct an evaluation and a copy of the Notice of Procedural Safeguards (in their home language), and ask the family to provide written consent for the evaluation. This will take place no later than the 15th day after we receive the request. If we make a referral for an evaluation, we will contact the student's parents to obtain written consent in order to conduct the evaluation. Once written consent from the parent is received, we will conduct the initial evaluation as soon as possible and no later than 45 days from the day we receive consent.

After the evaluation is completed, an Admission, Review, and Dismissal (ARD) committee will be formed to determine eligibility for special education services based on provisions in IDEA, the TEC, and the TAC. If a student does qualify for special education services, an Individualized Education Plan (IEP) will be created and implemented within the least restrictive environment. Every IEP will contain the student's current academic and functional performance levels, a description of all special education services that will be provided, and information about how the student will participate in all required assessments. The IEP will also contain measurable annual goals and how the student's progress towards these goals will be measured. Our Student Support Coordinator along with our special education teachers will ensure that all general teachers are supported in ensuring the IEP is implemented with fidelity.

To the greatest extent possible, instruction for students with special needs will be implemented in an inclusive, heterogeneous educational model that maximizes the academic potential of all students. This instructional model comes from other high-performing urban schools that serve students with similar special needs. We will continue to frequently evaluate and monitor the progress of students with special needs to determine whether our program is effective in meeting the needs of every student. We will communicate student progress with our families to ensure we can partner with them to support their children to the greatest extent possible.

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
Open-Enrollment	0	0	0	0	0	0	120	120	120						
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	45	Total Parents		550	Total Families		330	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
Open-Enrollment	0	0	0	0	0	0	120	120	120	120	180				
Total Staff	60	Total Parents		950	Total Families		550	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 available at https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Rating_System for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment	0	0	0	0	0	0	84	84	84						
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	45	Total Parents		385	Total Families		231	Total Campuses				1			

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified for Comprehensive Support. Please see <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539624659> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Judson ISD	Kirby Middle School	015916041
2.	Judson ISD	Metzger Middle School	015916044
3.	San Antonio ISD	Rogers Middle	015907057
4.	San Antonio ISD	Douglass Academy	015907119
5.	Northeast ISD	Montgomery Elementary	015910122
6.	Northeast ISD	Harmony Hills Elementary	015910106
7.	East Central ISD	Legacy Middle School	015911044
8.	East Central ISD	Highland Forest	015911106

Not Applicable - No students will be served during the 2020–2021 school year.

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

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) 374,000

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) 426,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

PAYROLL COSTS (6100)

BUDGET

Teacher Development Summer Stipends (June-Aug)	166,000
Instructional Leadership (May-Aug)	65,000
Operations (May-Aug)	40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development and Operational Support	103,000
Public Relations and Legal Services	20,000

SUPPLIES AND MATERIALS (6300)

Technology	124,000
Curriculum and Instruction	82,000
Furniture	200,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST

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 submitted by one of the following methods: email, fax, or mail. **To email:** send one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1 to competitivegrants@tea.texas.gov. **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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 _____

FOR TEA USE ONLY

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

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