



2024-2025 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

McKinney Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the ESSA (42 U.S.C. 11431 et seq.)

Grant period: From **09/01/2024** to **08/31/2025** Pre-award costs: **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.
Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

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
Attendance rates for students experiencing homelessness	Monitor student attendance per grading period and provide intervention as necessary
Graduation rates for students experiencing homelessness	Work with students one on one to ensure graduation plans are met
Post-secondary opportunities for students experiencing homelessness in grades 7-12	Assist students with post-secondary readiness opportunities.

5. 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.

Maintain/increase attendance rates for students experiencing homelessness, at 89% or higher, by the end of the school year.

Maintain/increase graduation rates for students experiencing homelessness, at 81% or higher, by the end of the school year.

Students in grades 7-12 will be provided with 2 or more opportunities to explore post secondary school and career options.

6. 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

Parent/guardian contact will be made to any student who accrues 3 or more absences during each grading period. Once contact has been made, available resources and services will be communicated to the parent/guardian to increase student attendance.

Monitor failure rates of students experiencing homelessness, in grade 12, at the end of every grading period to provide necessary interventions to keep students on track to graduate.

Quarterly check with school counselors for a listing of opportunities provided for post-secondary readiness.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Parent/guardian contact will be made to any student who accrues 3 or more absences during each grading period. Once contact has been made, available resources and services will be communicated to the parent/guardian to increase student attendance.

Monitor failure rates of students experiencing homelessness, in grade 12, at the end of every grading period to provide necessary intervention to keep students on track to graduate.

Quarterly check with school counselors for a listing of opportunities provided for post-secondary readiness.

Third-Quarter Benchmark

Parent/guardian contact will be made to any student who accrues 3 or more absences during each grading period. Once contact has been made, available resources and services will be communicated to the parent/guardian to increase student attendance.

Monitor failure rates of students experiencing homelessness, in grade 12, at the end of every grading period to provide necessary interventions to keep students on track to graduate.

Quarterly check with school counselors for a listing of opportunities provided for post-secondary readiness.

7. Project Evaluation and Modification

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

The social services liaison will monitor grades and attendance each marking period for students experiencing homelessness using district databases. The Liaison will address identified areas of concern with students, parents, and campuses. The liaison and counselors/campus contact will meet with students one-on-one to determine potential obstacles and establish a plan to address them. An individual intervention plan will be developed to address the identified needs of each student experiencing homelessness by connecting students to in-school resources such as tutorials, credit recovery options, and mentoring.

District personnel will reach out to all families that are identified as homeless. During the conversation with students or parents, any needs that are identified will be addressed at that time. District resources are also made available on the Conroe ISD website and will be shared at this time.

District personnel will collaborate with campus counselors to gather information on post secondary education and career exploration opportunities (Generation Texas, Career and Military Day, College Fair) that are available to students in grades 7-12 and keep a running list to be made available to students and parents.

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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 that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. 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.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

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8. Statutory/Program Assurances (Cont.)

14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2024-2025 Texas Education for Homeless Children and Youth (TEHCY) grant.
24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students 42 U.S.C. Section 11433(a)(2)(B)(i).
25. Utilize TEA Other Special Populations Self-Assessment to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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9. Statutory Requirements

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (***Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment**)

Students experiencing homelessness will initially be referred to campus staff by the registrar at enrollment. When a student may be experiencing homelessness, the registrar will give all pertinent information to the designated staff member to research the student's status in order to confirm if the student is in fact experiencing homelessness. At this time, district personnel will be notified of the newly identified homeless student.

Student attendance and academic progress will be monitored on a regular basis by the designated campus staff. Academic and attendance data, along with other documentation, will be continuously reviewed by the Social Services Liaisons assigned to that campus. The Social Service Liaison will work directly with students experiencing homelessness who are struggling with attendance, academic progress, or behavior. The Liaison will advocate for the student with the teachers and help establish a plan for improvement. If there are barriers to attendance, the Liaison will help find solutions to ensure the student is at school. The Liaison will reach out to the student, family, and campus to determine any additional needs and make appropriate referrals as needed.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

Through the use of grant funds Conroe ISD is able to provide additional staff members to assist campuses in enrolling, identifying, and connecting students with interventions, instructional and social emotional support to ensure their academic success. Through conversations with parents/guardians, Conroe ISD staff are able to provide specific assistance to the various needs of families, especially if those needs create a barrier for students to attend school. Referrals for needs such as housing (transitional/emergency/deposits), food, clothing, medical and dental care, school supplies, mentors for students will be given to parents and guardians as needed. Such resources are available due to the partnership between Conroe ISD and the following organizations and/or programs to name a few: Communities in Schools, the Montgomery County Food Bank, the Salvation Army, the Montgomery County Women's Center, Family Promise, Angel Reach, Compassion United, Project Mentor, Community Assistance Center, Interfaith of the Woodlands, Lone Star Health Center, and various local churches.

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9. Statutory Requirements (Cont.)

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2022 -2023 and the planned reservation for 2023 -2024 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

Conroe ISD is committed to the growth and development of all students, including students experiencing homelessness. Therefore needs are analyzed and prioritized to leverage funds to address the identified areas of concern. Title I funds are set aside to provide additional staff who will assist campuses in the identification of homeless students, provide follow up with Conroe ISD departments, contact community resources on behalf of homeless students in need, train district and campus leadership and staff regarding homeless student indicators, district/campus requirements, and the various support services available to ensure an early identification and a smooth transition into school.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

Conroe ISD has established procedures to inform staff about our McKinney Vento Liaison duties and responsibilities. Public notice of the educational rights of homeless children is disseminated in locations frequented by parents and guardians. Students are identified by Mckinney Vento liaisons and immediately enrolled in their zoned school or remain in their current school. Any dispute over eligibility is resolved in a timely manner following McKinney Vento guidelines. Conroe ISD informs parents and guardians of homeless students of all transportation services and assists in accessing transportation to the school of enrollment. Once the students have been identified as McKinney Vento students, the school staff assigned in collaboration with the McKinney Vento liaison enrolls students in nutritional programs and free school lunches. Students have opportunities to participate in the same programs and receive the same educational opportunities as the state establishes for other children. Information and assistance is provided to students during post secondary transition to receive verification of McKinney Vento status for purposes of the Free Application for Federal Student Aid. Enforcement of McKinney Vento students Truancy and discipline will be in collaboration with the district assigned McKinney Vento Liaison. Any needs that are identified are addressed in a timely manner with appropriate referrals. In addition, resources for homeless families, such as transition assistance, shelters and food pantries, are provided to families and also listed on the Conroe ISD website.

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10. Program Requirements

Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

At the time of enrollment, students enrolling for the first time or returning from summer break complete a Student Residency questionnaire (SRQ). This questionnaire is also utilized by students who become homeless during the school year as well. If a family indicates that they are living somewhere other than their own home, a staff member will reach out to the parent or unaccompanied student to learn more about their situation and determine if they are McKinney-Vento eligible. The SRQ is sent to the Liaison who will reach out to the student/family to obtain more information about their situation and further assess their needs. Homeless student information is shared with PEIMS and child nutrition to ensure the students receive the proper coding and have free meals activated.

For those students who are not currently enrolled in school, outreach for those students includes communicating with shelter staff, networking with agencies by attending community meetings such as the Family and Community Coalition and distributing McKinney-Vento posters in community agencies.

Conroe ISD hosts an early childhood resource fair each spring and also posts Pre-K information on the CISD website and various social media platforms to inform parents of eligibility requirements for Pre-K. Liaisons also share information with shelter staff and area organizations that serve families by attending community meetings such as the Family and Community Coalition.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

District leaders will train all relevant stakeholders at the beginning of the school year, focusing on policies and procedures related to McKinney-Vento. Throughout the academic year, campus administrators will receive ongoing updates regarding opportunities for students and families falling within this category. It is imperative that all campus staff members understand how to assist students experiencing homelessness and know the appropriate channels to support staff for addressing the needs of these students.

Awareness training for campus contact 1 hour

Train PEIMS clerks on Identification BOY training 1 hour

Campus Contact training on Identification and addressing educational needs BOY, before Snapshot 1 hour

Administration training on unique educational and social emotional needs- Fall semester

Importance of attendance monitoring for homeless student, graduation- Fall and Spring Semester 1 hour

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10. Program Requirements (Cont.)

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

A campus contact will be assigned to each campus in Conroe ISD to act as a bridge between the homeless student and on-campus programs and supports. Liaisons will assist with monitoring student attendance, grades, and behavior for the students experiencing homelessness. When the student reaches 5 absences, the liaison will address the attendance issue with the student's parent/guardian. Obstacles will be identified at that time to ensure the student's transportation or other needs are met. Campus staff will continuously monitor the student's grades and assessment data to address academic needs and coordinate interventions for remediation. Technology assistance will be provided as needed. Students will have access to all tutoring services provided by the campus. If there are needs for additional help, other interventions will be coordinated with the campus. If a student needs to attend summer school, the liaison will work with the campus Principal to request a scholarship. If a scholarship is not available, the liaison will work with the Director of Federal Programs to explore funding sources to cover the tuition. Training will be provided to the Assistant Principals on the consideration of a student's status as homeless before ordering a suspension or removal to DAEP, expulsion, or JJAEP. Assistant Principals and School Safety/Hearing Officers will consult with the Homeless Liaison on alternatives discipline options.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

Liaisons monitor attendance and contact students and parents at five absences or greater. Based on conversations and assessments to determine barriers to attendance, needs will be addressed accordingly. As absences increase, campus staff may conduct parent conferences and complete attendance contracts in an effort to increase the students' attendance. Student grades are monitored each marking period and liaisons collaborate with campus staff to identify specific academic needs. If additional services are needed, liaisons may also be included in meetings such as 504, ARD, LPAC and Gifted and Talented, to ensure the student receives the appropriate level of support. If a student is taking courses that required specific fees for materials or testing, the liaison will work with campus and district to request assistance on behalf of the student. Counselors meet with students, at least annually, to review their four year plan and will adjust accordingly to ensure graduation requirements are met. Remediation plans are created if a student needs additional help such as credit recovery or if an additional course is needed to ensure success in the next course. If graduating on time becomes a concern, and the traditional high school route is a barrier, students are eligible to apply for the alternative campus. The student's status as homeless should be considered when taking disciplinary action by the campus administrator. Campus administrators collaborate with liaisons to determine alternative options for disciplinary action, especially in the case of out of school suspension. Post secondary opportunities and assistance will be communicated and provided to the student via various programs, field trips, workshops, and collaboration with the school College and Career Counselor.

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11. 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	

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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.

Payroll Costs

1.	Homeless/Unaccompanied Youth Social Services Liaison	\$53,945
2.	Homeless Student/Parent Liaison Para	\$15,540
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies/Materials for Homeless Program	\$3,500
12.		
13.		
14.		

Other Operating Costs

15.	Mileage and Travel Expenses for Professional Development	\$3,488
16.	AP Test Fees/Credit Recovery Fees for when discounts/waivers are unavailable	\$1,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
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