



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

PEARLAND ISD

CDN 020908

Vendor ID 1746004854

ESC 4

UEI

LWNYMAMDKKN7

Address

1928 N. MAIN

City

PEARLAND

ZIP

77581

Phone

2814853203

Primary Contact

DONNA TATE

Email

TATED@PEARLANDISD.ORG

Phone

2819974949

Secondary Contact

SUSAN HOLLOWAY

Email

HOLLOWAYS@PEARLANDISD.ORG

Phone

2814853203

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

LARRY BERGER

Title

SUPERINTEN

Email

BERGERL@PEARLANDISD.ORG

Phone

2814853203

Signature

Larry Berger

Date

4/23/24

Grant Writer Name

DONNA TATE

Signature

Donna Tate

Date

4/23/2024

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-24-123/293-25

2024-2025 Texas Education for Homeless Children and Youth

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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
2022-2023 School Year Gr 9 promotion rate for McKinney-Vento (MV) homeless students was 75%, while overall district grade 9 promotion rate was 98%.	Provide case management of MV (homeless) students at grade 9. Case manager will support progress monitoring: monitor attendance, grades, discipline, credits, and transcripts for grade 9 MV students, provide early identification and refer for district interventions/supports to reduce barriers and maximize promotion.

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.

2024-2025 School Year grade 9 MV student promotion will increase by 3%.

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

District Term 1 (first report card period) will comprise First Quarter. Data collected and monitored will be: number of grade 9 MV students, attendance, discipline, weekly grades, progress reports, report cards, and district benchmark assessment results. Case manager will also review transcript and 4-year plan for each grade 9 MV student. District stakeholder committee members will monitor MV case managers by checking in with campus case managers each grading period to review student data to identify additional areas for support.

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

District Term 2 (second report card period) will comprise Second Quarter. Data collected and monitored will be: number of grade 9 MV students, attendance, discipline, weekly grades, progress reports, report cards, and district benchmark assessment results. Term 2 also marks the end of the first semester (semester A), so earned credits for semester A will be collected and reviewed, and refer students in need of credit-recovery.

District stakeholder committee members will monitor MV case managers by checking in with campus case managers each grading period to review student data to identify additional areas for support.

Third-Quarter Benchmark

District Term 3 (third report card period) will comprise Third Quarter. Data collected and monitored will be: number of grade 9 MV students, attendance, discipline, weekly grades, progress reports, report cards, and district benchmark assessment results.

District stakeholder committee members will monitor MV case managers by checking in with campus case managers each grading period to review student data to identify additional areas for support.

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.

After each quarter, district stakeholders will meet to review and evaluate quarterly data, and identify modifications needed, such as referring MV student for support counseling, MTSS, &/or other district programs, such as Outreach, Bilingual, Special Programs, and Advanced Academics

At the end of the program, district stakeholders will review and evaluate promotion data. Case managers will complete a reflective summative survey for district stakeholders to use for program evaluation. Case managers will review transcript for grade 9 MV students at the end of their grade 9 year for credits earned. By the end-of-year meeting with MV students, the case managers will review the 4-year graduation plan with their MV students, conferencing on plans for graduating on time with their 4-year cohort and with full CCMR indicators and post-secondary transition plans.

As grade 9 MV student promotion rates increase, the district will have data that shows the effectiveness and merits of case management for MV students as a method of progress monitoring for on-time grade promotion.

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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 2021-2022 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)

Activity: Case management of grade 9 MV students to increase grade 9 promotion rates

Case Managers (CM) meet weekly with grade 9 MV students to assess student progress, services, and barriers to earning credits. CM will review/track their attendance, discipline, benchmark assessments, and grades weekly to identify areas of concern and coordinate district supports to address concern. Examples of district supports: tutoring, contact parents to review attendance issues, refer to Special or Bilingual Programs for evaluation. This will ensure equitable access to district program services to improve academic outcomes for MV students.

CM will meet each grading period with district stakeholder to review student data and identify opportunities for additional support. At each report card period (quarterly benchmarks), student grades will be reviewed. At the end of each semester (quarters two and four), CM will review credits earned towards promotion, as well as transcript for MV students and report to district stakeholders. District stakeholders will meet each quarter to monitor progress and make adjustments, as needed. At end of quarter two and four (end of semester A and B), stakeholders will review credits earned by Grade 9 MV students. Grade 9 MV students in need of credits, will be referred to credit recovery. CM will also monitor district benchmark assessments to identify areas of concern for STAAR performance and arrange tutoring/intervention, as needed. CM will also review the MV student's 4-year plan at the beginning of the school year, and then again at the end of year, including conference with student on 4-year graduation and CCMR. End of program outcomes/results will be to increase grade 9 promotion rates by 3%.

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.

A) As case managers assesses services and supports needed for grade 9 MV student, case manager and district stakeholders will coordinate/collaborate with local and state agencies such as Communities in Schools, behavioral counseling organizations, state of Texas criminal justice agencies, United Way, Salvation Army, and community organizations such as Christian Helping Hands (which provides food pantry and utility assistance). If MV students are mentally healthy and have food and housing needs met, their attendance at school will improve and therefore their grade 9 promotion rates should increase.

B) By providing for a case managers for grade 9 MV students, there will be a dedicated person to monitor and advocate for their enrollment, identification, and educational outcomes.

C) The case managers will make parent/guardian phone calls at the beginning of program activities, as well as ongoing contacts, as needed. They will also provide parent/guardians with information on the district's homeless resources web page. The case managers will also coordinate with the MV Liaison and Outreach Department for home visits, as needed.

D) Through the weekly monitoring and meetings with grade 9 MV students, the case managers will be able to quickly identify and remove barriers to MV students being fully integrated into the regular education program and not isolated.

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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.

A) 2022-2023 T1PA MV Reservation: \$4,985; 2023-2024 T1PA MV Reservation: \$6,100. District stakeholders for coordinating services include: Assistant Superintendent of Educational Services, Executive Director of Curriculum and Instruction, Directors of Elementary Instruction, Secondary Instruction, Outreach, Coordinator of Counseling and Guidances Services, MV Liaison, Federal Programs/Grants Administrator. This group meets quarterly to review, develop, and revise MV services grant-funded services. As needed, the group collaborates with the Directors of PEIMS, Transportation, and Executive Director of Business Services.

B) At the end of the school year, the district stakeholders review expenditure data, number of MV students serviced, number of MV students identified for the the past three years. They also review two years worth of promotion data and RDA data. Data trends are then used to project a per MV student allocation for the next grant year's TIPA MV Reservation.

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**)

The LEA School Board works closely with TASB to review and update board policies regularly, include policies around proposed activities, programs, and services, such as those proposed to be funded by the 2024-2025 TEHCY grant, will not isolate or stigmatize MV children and youth.

The LEA procedures are reviewed annually and communicated with appropriate stakeholders. Training is provided annually to registrars, administration, and counselors on updates to procedures addressing school enrollment, MV identification and assessment of services; PEIMS coding, implementation of services, and program monitoring; and MV student progress monitoring to ensure MV students are maintaining attendance, grades, and credits towards promotion and graduation.

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9. 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.

A) Campus registrars, administrators, and counselors provide MV parents/guardians with supports for enrollment and instruction for completing enrollment process, including Student Residency Questionnaire (SRQ) at registration when they enter school/return from summer. Campus counselors, in collaboration with MV Liaison can help assess services. The Outreach department, including the MV Liaison, make phone calls and do home visits if MV students need identification, and to assess services, and assist with enrollment.

B) If the student experiences homelessness after the school year has started, the counselor, administrators, and Outreach department collaborate on MV identification and assessment of services.

C) The Outreach Department, which includes MV Liaison and Attendance Officers, will do home visits for students who are not currently enrolled or attending school to assess needed services, facilitate enrollment and MV identification.

D) The Outreach Department will provide parents/guardians referrals to community organizations for MV children eligible for early childhood programs. The district offers prekindergarten programs, so the Outreach representative will facilitate enrollment into the district Pre-K program.

For all of these types of MV children and youth, the MV Liaison and Outreach Director regularly review PEIMS coding and meet with PEIMS Director. The MV Liaison reviews MV attendance, grades, and credits weekly. The Outreach Director also meets with Directors of Instruction, CTE, Special Programs, Assessment and Testing, Bilingual Services, and Advanced Academics. This allows for monitoring of MV students for general education and special program services.

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.

All district employees complete online training annually on identification and minimizing isolation for MV students. Outreach Director and MV Liaison provide beginning of year training to registrars, attendance clerks, counselors, assistant principals, and principals on identification, PEIMS coding, and resources (both district and community resources). All campus staff trained on children and youth experiencing homelessness as a part of district student services training. This training provided information on identification, resources, and MV Liaison contact information.

MV Liaison attends ESC 4 MV meetings approximately 6 times per year to stay up on current requirements and best practices.

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9. 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.

n/a: planned activities are for grade 9 MV students.

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.

Case managers meet weekly with grade 9 MV students to provide assessment of services and reduce barriers to earning credits. A, B, C, D, E, G, and H: Case managers will review/track their attendance, discipline, benchmark assessments, and grades weekly; as well as credits and transcripts at each semester to identify areas of concern and coordinate district supports for intervention. Case managers will provide early identification for lack of engagement and potential for truancy. Examples of district supports would be to arrange tutoring for struggling MV student; contact parents to review attendance issues; refer to Special Education, Bilingual Programs, or Advanced Academics for evaluation and supports, remove barriers for dual credit/AP classes; and refer to Outreach for home visits. This will ensure equitable access to district program services to improve academic outcomes for MV students. Case managers will also monitor district benchmark assessments and STAAR testing to identify areas of concern for STAAR performance and arrange tutoring/intervention, as needed. F, I, J: By tracking attendance (including truancy), grades, and credits, the case managers can refer MV students for credit recovery to improve on-time promotion, which will improve 4-year graduation rates. As these activities focus only on grade 9, all graduation categories will improve in class of 2028-2029. K, L: Case managers will review 4-year graduation plan with grade 9 MV students to ensure they CCMR services and help MV students create a post-secondary transition plan. M: Case managers will be able to refer MV students, and assist in removing barriers for ,district and community counseling programs, non-profit organizations, as well as district programs such as mentoring and after school/extra curricular activities.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		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.	Supplemental Pay for counselors for Gr 9 MV case management	\$18,158
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$831

TOTAL GRANT AWARD REQUESTED: \$18,989

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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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