



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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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
Identify M/V and UY to ensure immediate enrollment, school stability and equitable access to all available resources to meet academic standards.	Hire staff to assist with case management with students in areas including but not limited to attendance, academic monitoring, identification and resource referrals. Employee training on M/V identification, federal and state laws. Provide assessment and immediate enrollment. Educate parents on services and rights.
Identify and remove barriers to ensure students have means to attend school on a regular basis by eliminating transportation barriers, financial hardships and social emotional issues.	Provide school of origin transportation, supplies, emergency clothing and hygiene items when eligible and as needed. Assess and refer students and families to community resource agencies as needed. Conduct home visits or shelter visits to assess needs and improve relationships.
Develop and ensure support systems and interventions are in place so students achieve grade level standards and are successful with promotion, graduation, and on state assessments.	Provide students with tutoring, enrichment and after-school programs to enhance academic support. Progress will be monitored and adjustments made. Communication with prior districts to determine credits and provide credit recovery. Assess transcripts throughout the year.

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.

Students served with the TEHCY grant will be monitored and improve 3% from the 2023-2024 end of year results in the areas of attendance, promotion, and cohort graduation. These areas will be assessed by the Homeless Coordinator and case manager on a weekly basis.

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

Academic benchmarks will include grades, CBAs, and progress towards STAAR/EOC expectations. Attendance will be monitored weekly and academic benchmarks will be monitored each reporting period. Additional data that will be received and monitored will be transcripts, as well as teacher comments regarding classroom engagement and participation.

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

Continued monitoring of attendance and academic benchmarks will include grades, CBAs and progress towards STARR/EOC expectations. Weekly attendance monitoring and academic performance being monitored each reporting period will continue and student needs will be addressed in a timely manner.

Third-Quarter Benchmark

Continued monitoring of attendance and academic benchmarks will include grades, CBAs and progress towards STARR/EOC expectations. Weekly attendance monitoring and academic performance being monitored each reporting period will continue and student needs will be addressed in a timely manner.

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.

All evaluations will monitor both program participants and measure individual changes in academic performance, attendance, and progress towards graduation. Measures will also look at the same data of non-homeless students. It is critical to determine how homeless students are performing in comparison to their peers. The academic data will include core subject areas. Attendance will be monitored weekly. Progress towards graduation will be monitored through transcript audits for high school students. Campus counselors will work with homeless coordinator and case manager to determine students at-risk of falling behind or not progressing successfully so interventions can be put into place immediately. This state and local data will refine, improve and strengthen the services and support provided to students.

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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)

Overcoming homelessness through education is key to ensuring future success for M/V students. Federal and state laws with assistance from federal funding helps homeless students receive immediate enrollment, school of origin transportation, case management, and academic supports that will improve attendance and graduation rates. Personnel will be hired to assist with case management including but not limited to identification and enrollment of homeless students, academic and attendance monitoring, community service referrals, financial aid assistance and post secondary support and assistance. TCISD will work previous school districts to calculate awards and receive partial credit, as well as make necessary adjustments to student schedules to permit them to complete course started elsewhere, Working in conjunction with College of the Mainland, students will receive counseling to prepare and improve their readiness for college including college selection, application, and financial assistance and supports available. District staff will be trained by homeless coordinator on federal and state M/V laws. Once trained all staff will be equipped with knowledge necessary to assist with the identification of homeless students and to recognize students needs at an early age to help divert potential issues while providing support and guidance. Additionally, homeless coordinator will attend all TEA required training. Attendance is a major concern for homeless students. TCISD will remove any and all barriers to improve attendance rates. School of origin transportation will be provided. Clothing hygiene and school supplies will be provided when eligible and as needed. Attendance will be monitored on a weekly basis. Increased home visits, visits to shelters and parent conferences will improve relationships with families and support engaging them in their child's education. Academic support is vital considering the high mobility rate of homeless students.

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. TCISD collaborates with Bay Area Assistance League to provide clothing, hygiene, and snack bags to students. The Galveston County Community Resource Coordination group will work in conjunction with TCISD to provide community resource referrals to homeless students and families. Communities and schools and 21st century programs will coordinate enrichment programs, tutoring, and assist with community resource referrals. The Galveston County Food bank collaborates with TCISD to ensure nutritional needs are met. TCISD ESL bilingual and special education departments provide, and coordinate services to meet academic needs for McKinney-Vento students who qualify. TCISD collaborates with the children's center, housing Authority and local shelters to provide temporary and or permanent housing. TCISD coordinates with the family service center to provide in-house counseling through the Resolve It! program. College of the mainland assist with FAFSA applications, college selections, and post secondary preparations. B. Use funds will allow district to hire staff to assist with case management, monitoring of attendance grades, evaluation of secondary transcripts, as well as, assist with the identification and enrollment of homeless students. Funds will assist with providing excess school of origin transportation. Also, funds will assist with providing clothing, hygiene items, and school supplies to students on an as needed basis or if a natural disaster occurs. C. Parental support is critical to educational success. In collaboration with the 21st century program, district campuses and community service organizations; parental workshops and information sessions will be held to help. Parents remain involved in their Charles education. Frequent communication will be made with parents regarding academics, attendance, behavior, and social, emotional issues. Home visits will be conducted to assess and evaluate needs of homeless students and families. D. TCISD will ensure homeless students receive immediate enrollment and are able to participate fully in all activities without delay. Additionally, homeless coordinator and case manager will ensure students receive all special program services needed. McKinney-Vento unaccompanied students will receive the same opportunities afforded to other students. Homeless coordinator will collaborate with transportation to ensure students not only receive academics in their school, but are also able to participate in extra curricular activities. School based dues and fees are waived as needed to prevent educational barriers.

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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.

McKinney-Vento students will receive school of origin and transportation, tutoring and supplies as needed, and or requested. Dues and fees will be paid for students who may not be able to participate if the fees are a barrier. The deputy superintendent works in tandem with the Title 1 Coordinator to ensure funds are set aside to assist in meeting the needs of all homeless students , based on an annual assessment and or surveys. The amount of set aside funds varies, depending on previous years enrollment of homeless students, and the title one funds utilized to meet the needs of those students. The homeless coordinator trains all district staff regarding policies, federal and state laws, as well as procedures for serving our homeless population. Needs of homeless students are addressed in the campus improvement plan on all campuses. These needs are met through focused activities that support academic, social and emotional needs of students.

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**)

TCISD has a district wide plan to monitor and assess campus and district needs. Campus administrators are well versed in creating monitoring groups that are continuously assessed throughout the year. Surveys are sent to parents as well to obtain input from them. Each campus presents their campus improvement plan to central office as well as the board of trustees for approval each year. During this presentation, they must address, achievement, goals, and areas that need to improve and adjustments to the plan to ensure student needs and campus goals are met. This plan is part of the continuous improvement cycle for the district and is reviewed yearly. Staff, parents and community members are a part of the campus improvement committees. The campuses focus on student centered improvement goals, but do not isolate student groups to achieve these goals, but instead use the plan to provide equitable instructional opportunities and support to all students.

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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. All students, including new and returning after summer break must complete a student residency questionnaire that is part of the registration packet and our online registration. Homeless coordinator, reviews, questionnaire and if qualified, students receive immediate enrollment and needs assessment is conducted. B. All staff received training from the homeless coordinator on federal and state laws pertaining to homeless students, as well as, signs of homelessness. if a staff member observes any of the signs, the referral is made to the homeless coordinator for a thorough assessment. C. Home visits and phone calls are made to all previously identified families and students who are not currently enrolled to determine and assess their educational status and or needs. Contacts are made by the homeless coordinator, case manager, truancy officer, coordinator of student services and assistant principals. Enrollment assistance is offered as needed. D. Students eligible for pre-K early childhood programs receive immediate enrollment. All families complete the SRQ and receive services as needed. A limited number of slots are reserved in, the district Headstart program for homeless students but if no slots are available; students are prioritized on a waiting list. Once students are officially enrolled, they receive all McKinney-Vento services and resources.

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.

Annually, during before or after school, faculty meetings, homeless coordinator, trains district staff, and administrators on McKinney-Vento Federal and state laws. Also included in this training is a review of identification signs of homelessness. McKinney-Vento dental training is required by all staff in district and is ongoing throughout the year to include new hires. Homeless coordinator attended the following trainings: monthly McKinney-Vento Liaison meetings, sponsored by Texas Apple Seed. Presenters provided information on transportation, FAFSA updates, changing legislation, etc.. September 14, 2023 - Highly Mobile and At-Risk webinar. December 15, 2023 - TEHCY ARP One Coffee Chat, February 13, 2024 - Region IV McKinney-Vento Foster Care meeting. February 23, 2024 - Helping Unaccompanied Youth McKinney-Vento Students 2024-2025 and FAFSA. March 7, 2024 - McKinney-Vento funding and sustainability training. Evaluations are completed after all conferences and webinars.

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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.

TCISD plans to utilize the components that we put in place to monitor and address the unique academic needs of students identified as homeless and served with the Texas Homeless Children and Youth Grant. This process was incorporated into our OSP strategic support plan and helped the district immensely with being able to monitor student performance, provide resources and interventions as needed, and allowed for ongoing communication to provide other program services. District special programs Director will meet with principals to plan overview and to select campus designates who will monitor students starting in August homeless coordinator and case manager will meet with campus design to discuss in September. Case manager in coordination with homeless coordinator will identify students to be monitored September. Homeless Coordinator and Case Manager will recruit campus monitors who will serve as mentors and create connections with students to provide support and monitor them throughout the year by October. Students will be monitored. Each three weeks and information will be shared with the principal and homeless coordinator to assess those who require additional resources, tutoring, counseling, and academic support.

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.

The same process that has been outlined above will be utilized to provide ongoing support for our students served under this grant. The goal of this process is to be able to provide immediate response to students' needs by creating a campus based support system for our students who often feel disconnected to our school community.

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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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
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Group	<input type="text"/>	Barrier	<input type="text"/>

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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.	Case Manager	17,440.00
2.	Counselor - transcript audit	3,765.00
3.		
4.		
5.		

Professional and Contracted Services

6.	Excess Schhol of Orgin	5,000.00
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School supplies, hygiene, clothing, emergency groceries	8,000.00
12.		
13.		
14.		

Other Operating Costs

15.	Travel and confercnce	2,000.00
16.		
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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