



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, May 18, 2021

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:

Grant period: **Pre-award costs:**

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

Campus name CDN Vendor ID ESC DUNS

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.

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
Maintain a Homeless Liaison whose exclusive responsibility is to provide for the needs of homeless students and ensure the district is in compliance with McKinney Vento legislation.	Use grant funds to pay a portion of the Homeless Liaison's salary and budget for staff development conferences and workshops.
Provide academic support to PreK-5 homeless students to help students meet grade level standards.	Provide summer enrichment backpacks with parent guides to all homeless students in order to maintain academic gains.
Increase identification of students in homeless situations through both district processes and self identification by families and students.	Use elements within Skyward Certification Scorecard to monitor disadvantaged status violation; Put McKinney-Vento awareness posters in more conspicuous places where students congregate, and post direct email address for homeless liaison to enhance communication.

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.

Utilize a full-time homeless liaison to ensure prompt school enrollment, implementation of services for McKinney Vento students in general ed and special programs, McKinney Vento program monitoring, attendance, and progress monitoring.

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

Co-fund full time homeless liaison using TECHY and Title 1 funds
 Create new Awareness session for district
 Establish a baseline for achievement and attendance using 20-21 data and set goals for improvement

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

Continue co-funding full time homeless liaison using TECHY and Title 1 funds. Will utilize Fall - Goal Setting Conference and Mid-year - Summative Evaluation for Homeless Liaison position to:
Identify progress made toward each goal & next step to accomplish goals. Making adjustments in goals to continue to improve results. Review progress toward grant goals during Mid-year and End of year evaluation.

Create a new Awareness session for district to ensure engagement by district staff

Review current data for achievement and attendance- set new goals for continued improvement through attendance monitoring, collaboration with district truancy officers, and prompt establishment of school of origin routes

Third-Quarter Benchmark

Continue co-funding of full time homeless liaison using TECHY and Title 1 funds. Will utilize Fall - Goal Setting Conference and Mid-year - Summative Evaluation for Homeless Liaison position to:
Identify progress made toward each goal & next step to accomplish goals. Making adjustments in goals to continue to improve results. Review progress toward grant goals during Mid-year and End of year evaluation.

Create a new Awareness session for district to ensure engagement by district staff

Review current data for achievement and attendance- set new goals for continued improvement through attendance monitoring, collaboration with district truancy officers, and prompt establishment of school of origin routes.

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 evaluation process is supported by data from our district software systems including Skyward Student Management System, Eduphoria/Aware and OnDataSuite. These systems will allow for the collection of quantitative program level data and number of participants served. Student-level academic data, achievement results, and attendance rates will also be accessible.

This formative evaluation process allows us to be reactionary in our efforts to support our homeless students and unaccompanied youth throughout the grant project and identify elements needing adjustment. Any problems with project delivery are immediately expressed to and/or by the Homeless Liaison to the Director of Federal Programs. There is frequent ongoing communication between the campuses and Homeless Liaison so any issues or concerns that arise are addressed in a timely manner.

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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 2021-2022 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 2021-2022 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.

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8. Statutory/Program Assurances (Cont.)

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.
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.
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.

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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**)

Presentation of awareness sessions at campuses, departments, local community groups, and social service agencies will help ensure as many students who are in homeless situations are identified during enrollment and throughout the year. This will also ensure program services are provided and academic needs can be met quickly. School supplies and necessary referrals to CIS and counselors will be quickly provided. Attendance and academic progress monitoring can begin.

Summer enrichment through provision of take home backpacks will be provided to PreK-5 students at risk of retention or in need of summer enrichment, to provide academic support and enhance social skills and ensure learning is not lost. Parent guides will also be provided to assist parents with proven methods of supporting their students.

In order to promote equitable access to program services, Homeless Liaison will actively monitor PEIMS Data Certification Scorecard in Skyward looking for missing siblings and homeless students being placed in out of school suspension. This review will help ensure that all students are identified and coded correctly and receive the applicable MV services. Additionally, this will aid in campus administrator compliance with current McKinney Vento policies.

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) MCH - Referrals for counseling and parenting skills Project Apple Tree - back to school clothing and supplies, monetary donations; Family Promise of Bell County-Referrals for emergency shelter for families; Communities in Schools - educational support/enrichment, parent transportation, and health service coordination; Freedom Urgent Care - provision of free immunizations and sports physicals; Bell County Health District - free immunizations; District Health Services Coordinate - assist students to get immunizations; Central Texas Youth Services - emergency shelter, day center, supportive guidance and basic needs; Ladies of Charity Thrift Store - clothing and household needs for students and families; Feed My Sheep - emergency housing and rental assistance, food, furniture; UMHB - social work intern to provide additional assistance with homeless liaison duties monitoring academic and attendance; Body of Christ Medical Clinic-medical and dental care for UHY
 B) Funds will pay a percentage of the Homeless Liaison's salary who will create and provide the awareness sessions designed to increase the identification and enrollment of homeless children and unaccompanied youth. The Homeless Liaison serves as the district's Coordinator of our Project HEARTBEAT homeless program and the TEHCY Project Coordinator.
 C) Involvement with parents and guardians will begin with the initial interview where the relationship with parents/guardians originates. Services will be explained and information for future contact will be provided. The Homeless Education Office will remain in contact with families via phone calls, meetings and/or home visits throughout the year to encourage parental support and stay current on educational issues and concerns as well as provide additional supports if needed. Parents of student with attendance or grade problems will be contacted either by phone or through a home visit in order to create a partnership to assist the student in becoming successful. If feasible, the Homeless Education Office will provide interim school of origin transportation while bus routes are established.
 D) Homeless students and unaccompanied youth are not singled out. Supplies are delivered discretely. It is our goal for homeless students to receive the same rigorous education their housed counterparts receive. Every effort is made to provide for all their needs by removing barriers that prevent academic success.

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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 2019 -2020 and the planned reservation for 2020 -2021 (**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) The Title I set-aside funds are used solely to support students that qualify as homeless under McKinney-Vento. The access of monies is based on the emergency needs of individual students. A student who is homeless and attending any campus served by the district is eligible for Title I, Part A services. Title I set-aside funds will be used to provide services to students as a last resort when funds or services are not available from other public or private sources.

The reservation for 2019-2020 of \$5500 was used for clothing, personal hygiene items, and school supplies. The reservation for 2020-2021 of \$5000 to date has been used for clothing and school supplies.

B) The reservation/set-aside is formula based. Our LEA uses \$10 per projected identified homeless student which equates to \$10 x 500 or \$5000 for the current grant year.

The needs of homeless students are identified at both the district and campus level. During the initial identification interview process with our Homeless Liaison, parents and unaccompanied youth communicate immediate needs for which the set-aside reservation might be used. Meeting these needs helps facilitate the student's transition into our district and takes full advantage of educational opportunities.

Utilizing Awareness Sessions, teachers, counselors, and CIS staff are advised to alert the Homeless Liaison of situations that arise throughout the school year which would adversely impact the student's academic success. The Homeless Liaison, often in collaboration with the Director of Federal Programs, researches available resources.

Our District Improvement Plan, as well as the Campus Improvement Plans, includes a Strategy specific to our Homeless Education (Project HEARTBEAT) and the rights afforded our students through the McKinney-Vento Homeless Assistance Act.

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**)

Policies addressing McKinney Vento are included in both Legal and Local sections of our Board Policy Manual including, but not limited to, the following:

Local policy for Admissions Homeless Students (issue date of 7/6/2016) FDC(LOCAL) (1) addresses:
Liaison for Homeless Students

- Admissions
- Enrollment in School of Origin
- Continuation of Transportation
- Dispute Resolution Process (attached in separate file)

Local policy for Student Rights and Responsibilities & Student and Parent Complaints/Grievances (issue date of 7/7/2020) FNG(LOCAL) addresses:

- Complaint Processes in #13 pg. 2 of 7 (attached in separate file)

Additionally, Legal policy for Admissions Homeless Students (issue date of 11/11/2019) FDC(LEGAL) addresses:

- Immediate Enrollment
- Comparable Services
- Coordination

Board policies are reviewed annually, updated, and approved by the Board of Trustees when applicable.

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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.

Level 1

A) Student Residency questionnaire, training of front office personnel to immediately enroll student suspects of being in a homeless situation, prompt intake by MV staff and provision of services' B) Awareness sessions for district personnel including teachers, transportation, nutrition services, campus staff, nurses, counselors. MV posters in prominent areas of campuses to assist with self identification by students and parents/guardians' C) Community outreach and awareness via Facebook page and collaboration with community agencies for identification and services' D) Intake to determine early childhood of Pre-K eligibility

Level 2

A, B, C, D -- Department check and balances system to ensure proper PEIMS coding by MV staff when enrolling in school, implementations of services and program monitoring. Collaboration with PEIMS office and Skyward data management office for the creation of documents for program monitoring. Utilize Certification Validation results to ensure all siblings are properly coded in PEIMS and students are not placed in out of school suspension for unauthorized reasons

Level 3

A, B, C, D -- Bi-weekly student participation lists sent to nutrition services, school counselors, nurses, student services, special programs staff, attendance officers, registrars, and Collaboration with Skyward data management office for efficient progress monitoring of attendance, grades/credits, and services. Additionally MV staff participate in ARDs and 504 meetings.

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.

Administrative, Instructional, and Support Staff: Awareness sessions are designed to be engaging by offering the definition of homelessness, ways to identify potentially homeless students, the effects of homelessness, and educational needs of homeless students. These sessions also share the stories of homeless student in an effort to increase the staff's knowledge of real life situations and experiences of homeless children.

Service Providers and / or Community Collaborators: The Homeless Liaison personally visits with service providers and community collaborators to explain McKinney-Vento and the services provided by Project HEARTBEAT. They are also provided with posters and brochures explaining McKinney-Vento Rights and Project HEARTBEAT contact information. The agencies are encouraged to send referrals to the Homeless Education Office. Project HEARTBEAT is a member of the Centex Homeless Coalition and regularly attends meetings to ensure agencies are awareness of McKinney Vento as well as keep the Homeless Education Office updated on agency services available for homeless families.

District training is conducted during the 1st semester completed prior to Christmas break. Project HEARTBEAT maintains a Facebook Page for community outreach and collaboration.

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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.

- A) Ongoing collaborations with assistant principals, attendance officers, and registrars. Bi weekly MV student lists sent to ensure all students are addressed
- B) Ongoing collaborations with assistant principals and Summer School programs. Provision of summer backpacks for MV students with activities for students and parents to maintain learning and skills
- C) Ongoing Participation by MV staff in ARDS and 504 meetings as well as collaborations with EL and GT departments. All teachers are GT trained and all MV students are coded in Skyward to ensure teachers know which of their students have been identified as MV
- D) Ongoing Targeted Goals to transition students effectively
- E) Ongoing RTI is utilized by all campuses MV office is utilized to support MV students as needed
- F) Ongoing Discipline Behavior Report Cards (DBRC) in Emergent Tree utilized as needed, MV office is utilized to support MV students as needed
- G) Ongoing tutoring provided by classroom teachers and interventionists
- H) Ongoing Bilingual programs through 5th grade and RTI.
- I) Communities in Schools collaborate with MV staff to provide ongoing case management

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.

- A) Ongoing collaborations with assistant principals, attendance officers, and registrars. Bi weekly MV student lists sent to ensure all students are addressed
- B) Ongoing counselor transcript audits and reviews / credit recovery MV staff assists with acquisition or records from previous campuses as needed, C) Ongoing participation by MV staff in ARDs and 504 meetings, collaboration with EL, GT, AP and PreAP programs, D) TSI completion and Boot Camp
- E) 3x/year counselors conduct transcript reviews, 2x/year district level transcript reviews conducted MV staff consulted for assistance when additional supports are needed
- F) Edgenuity and Summer Now programs utilized to ensure credit recovery
- G) IGC, TSI Boot Camp and Test prep all provided to ensure success
- H) Ongoing Discipline Behavior Report Cards (DRBC) as needed
- I - J) 3x/year counselors conduct transcript reviews, 2x/year district level transcript reviews conducted MV staff consulted for assistance when additional supports are needed
- K) Career and College Readiness reviews started in Jr year and monitored for completion until graduation
- L) Counselors meet with all seniors prior to graduation to review credit completion and other graduation requirements such as Speech date met, CPR and Peace Officer training completed. BISD utilizes the National Clearing House to track students post graduation.
- M) Communities in Schools collaborate with MV staff to provide ongoing case management

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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"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
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.	Homeless Liaison / Project Coordinator	\$42,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Student supplies and materials (personal care and academic)	\$2,200
12.		
13.		
14.		

Other Operating Costs

15.	Professional development for Liaison and associated staff	\$2,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$46,200

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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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