



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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 |
|--|--|
| Identification of students who are eligible under the McKinney-Vento Homeless Education Act is needed to ensure that they receive the support services they need to achieve success. District data shows that the number of identified students has decreased. | Program staff will conduct outreach activities to families and students in order to determine McKinney-Vento Homeless Education Act eligibility, provide program information, conduct program intake and assessments, and follow up with service delivery. |
| Monitoring of academic status (grades/credits) is needed to identify and address learning gaps and the need for support services to ensure students are on track and achieve success. | Program staff will monitor student grades/credits for program students in the 9th and 12th grades. |
| Monitoring of academic status attendance is needed to identify and address learning gaps and the need for support services to ensure students are on track and achieve success. | Program staff will monitor student attendance for program students in the 9th and 12th grades. |

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.

PEIMS 2019-2020 data identified 1,160 students in the Northside ISD CONNECTIONS Program. Based on this data, our goal is to increase the identification of eligible Northside ISD (NISD) students by 2% across all grade levels throughout the 2021-2022 academic school year. The increase identification will allow the monitoring of students academic status and attendance, specifically in grades 9th-12th.

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

Prior to the start of the 2021-2022, program staff will re-evaluate the eligibility of all prior students under McKinney-Vento. All information is updated at this time and the appropriate campuses are notified. Program staff codes all eligible students in PEIMS. The program staff monitors a database that will send reports for students that fall below the attendance threshold. Program staff monitors student's academic success and transcripts for credit standings every two weeks.

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

Program staff, campus liaisons, attendance secretary, and registrars communicate frequently to refer prospective students that may be eligible for the program. If student is eligible, they are coded in PEIMS and the campus is identify. The number of identified students will be reviewed on a monthly basis to reevaluate the identification process. Program staff will generate attendance report weekly based on the report students will be identified and provide a follow procedure. This procedure involved check-in conferences with parents and campus staff. The check-ins are documented with a plan to move forward. This process is similar to monitoring grades and credits. The initial and end of year credits are documented on a spreadsheet and parent contact is initiated. This process is ongoing throughout the academic school year.

Third-Quarter Benchmark

The number of identified students will be reviewed on a monthly basis to reevaluate the identification process. Program staff meets with Program Liaison to review students grades and attendance status. High risk students that are identified, conferences are set up with corresponding campus staff to work collaborative for maximum support and identify additional needs. Intervention needs that are identified, program staff works with the school to ensure they are addressed.

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 plan will adhere to the ethical standards of the American Educational Research Association and The Program Evaluation Standards established by The Joint Committee on Standards for Educational Evaluation. The evaluator conducts on-going and frequent formative assessments of the program to provide critical information about the program. Program Liaison will coordinate with Northside ISD Student Information Systems Department/ PEIMS and Systems Analysis Division to review the number of identified students in the program. The data will be reviewed on a monthly basis. This data will assist in any identification modifications to the program to ensure our goal is met. PEIMS data will also be utilized to review high school promotion rates and attendance. Credit accrual reports will be reviewed on an ongoing basis. Final PEIMS data will confirm if the program goals are met.

The evaluation strategy is composed of two tiers of data collection and analysis that both measure the implementation and effectiveness of the program and summative evaluation as reported in the Final Yearly Report. By design, the evaluation plan focuses on both the process and the outcome aspects of a program using a combination of quantitative and qualitative data. Reports will comply with all evaluation and formatting requirements and timelines. The evaluator will continue to provide program data and ongoing feedback directly to the program staff to ensure continuous improvement in the operation of the program and in gauging affirmations of success. All reports and recommendations submitted by the evaluator for this program will be used to refine, improve, and strengthen the program. The evaluator provides ongoing evaluation technical assistance to the program staff to maintain the fidelity of the program design and assist the program staff in adhering to program regulations and requirements. Fiscal evaluation will continue to occur at least quarterly and quarterly fiscal/expenditure updates will be available at the mid-year review.

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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)

Family Outreach Worker whose duties/job functions will facilitate the carrying out and documentation/data collection of Program activities. The Family Outreach Worker also will meet with students (unaccompanied youth) during campus visits to assess their overall needs. They also communicate with parents to address and resolve barriers through available resources. As a new student is identified, the Family Outreach Worker reviews caseload and monitors grade progression and attendance. Family Outreach Worker will meet with counselor to discuss new students and to advocate for placement in school based programs. The Family Outreach Worker will ensure that they monitor student progress before the end of the grading period to make needed adjustments.

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.

South Alamo Regional Alliance for the Homeless - As the local Continuum of Care (CoC) lead agency, works with Northside ISD to prevent and end homelessness. Their primary focus is on moving individuals and families out of homelessness efficiently and permanently. NISD is an active partner on SARAH's Membership Council, participating in weekly calls and meetings in coordination with community organization.

Family Violence Prevention Services - Family Violence Prevention Services, Inc. (FVPS) has had a collaborative relationship with NISD for nearly two decades, working to serve victims of violence in the San Antonio area. FVPS's emergency shelter for domestic violence victims, the Battered Women and Children's Shelter (BWCS), houses more than 3,000 victims each year - more than half of which are children. NISD has been instrumental to meeting the educational needs of child residents, through both direct instructional assistance and support.

NISD Even Start Family Literacy Program - The NISD CONNECTIONS Program accepts referrals from our Even Start Program and our program sends referrals to them. We work collaboratively in the identification of homeless students and the provision of support services.

NISD Child Nutrition - Department collaborates with the NISD CONNECTIONS Program by referring parents/guardians whose children may meet the McKinney Act/Connections Program criteria as they contact our office and seek Child Nutrition services. Also by expediting services as students are categorically eligible for free meals.

NISD Family Engagement - Our collaboration has enabled us to provide consistent services to these families through home visits, Online learning support, virtual classes, transportation services, and Internet access to ensure student continuity of learning is not disrupted.

NISD Guidance and Counseling - Serve as campus level contacts that receive and provide training on McKinney-Vento

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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.

Actual Title I, Part A Homeless Reservation for FY20 (2019-2020) was \$171,015 and the Actual Title I, Part A Homeless Reservation for FY21 (2020-2021) was \$157,504. Given the reduction of Title I funds, NISD elected to adopt a per pupil allocation formula for the program. The Title I Director takes the estimated allocation for an academic year and divides it by the total district enrollment to identify a per pupil allocation. The per pupil allocation is then multiplied by the number of homeless students reported on the January PEIMS system. The final amount is the Title I allocation that is set aside for the CONNECTIONS program. Title I funds will strengthen the proposed project and improve services by providing staffing support by funding two full time positions to work exclusively with students in homeless situations and assist with the identification, needs assessment and service delivery. The Program Liaison and program secretary are able to access Title I set-aside funds through the District's business and accounting electronic systems. Funds will be designated and available for use through the processing of purchase orders and following District policies and procedure.

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 program completely and accurately answers and meets all statutory and TEA requirements through the adoption of policies and procedures set forth by the Texas Association of School Boards. Northside ISD updates and reviews local policies to ensure that all statutory requirements are met. Northside ISD has implemented a complaint resolution procedure outlined in the Student-Parent Handbook. This handbook is available online and distributed as a hard copy to parents. The procedure contains four levels. Level one campus, level two program, level three, senior staff and level four board level. In levels one through three complaints and responses may be either oral or written, as appropriate. However, once either the complaint of the response is presented in writing all future responses or appeals must be in writing.

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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.

School staff identifies and refer students in homeless situations to the Program Coordinator's office year-round. Community agency representatives refer students and families for program services. Outreach efforts are made through distribution of program brochures, poster displays at campuses, participation at school information fairs. School counselors are campus points of contact for the program and are in place at all District campuses. These points of contact are familiar with the McKinney-Vento program and the services available to students in homeless situations and their parents/guardians. The points of contacts receive training and are equipped with resources such as supplies and information on site. Communication and referrals are made to the Program Coordinator's office for additional follow-up.

Students new to the District and those returning after summer break receive a Student Residency Questionnaires to be completed by parents. The forms are returned to the school and emailed to the Program Coordinator's office for follow-up. The form request parents and/or guardian list the names and ages of all their children. This allows the identification of any preschool age children. If a preschool child is identified the parents and/or guardians are informed of eligible programs.

Brochures and posters with McKinney-Vento Act information (eligibility, rights, and resources) are distributed and displayed at schools and community sites to identify students not enrolled in school. The Program Coordinator also participates in the Continuum of Care and the Unaccompanied Youth Task Force group and networks with service providers. Northside ISD has designated a name for the McKinney-Vento project called the Connections Program.

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.

McKinney-Vento and Foster care combined training by campus liaisons who received training from McKinney and Foster Care Liaisons. Information and training to service providers includes the identification of children, youth and families in homeless situations, their needs, rights, and resources under the McKinney-Vento Homeless Education Act. Contact information for local homeless education liaisons, services available to students and their families including transportation, child nutrition, supplemental academic support, and referrals to District and community resources will be provided. Presentations, consultation, and information packets that contain McKinney-Vento Homeless Education Act information and the rights and resources of the homeless students and their parents are available to District staff. The Program Coordinator presents program information to the following groups: Title I Advisory Council, District's Attendance Secretaries, Registrars, School Counselor meetings, District's Social Service Providers Group consisting of Social Workers, Community Liaisons, Campus Juvenile Probation Officers, and Communities In Schools staff. Historically, all trainings are provided in the fall school semester during the school day. Trainings will also be provided online for easier accessibility.

The Program Coordinator attends the local Continuum of Care meetings. Networking with homeless service providers facilitates the identification of homeless students and the coordination of services. The partners refer families with children who seek services through their programs via phone or referral forms provided. Referral forms (Public Education Needs- Community Service Provider Referral Forms) that include parent contact information and children's names and schools are faxed to the Program Coordinator's office for follow-up.

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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.

Campuses provide incoming families with Student Residency Questionnaire (SRQ) during the elementary student enrollment period. Based on the responses on the SRQ, the documentation is submitted to the Program Coordinator's office for review and follow up by project staff to make final eligibility determination. The project secretary enters the student's homeless status in the PIEMS data base. Once eligibility is established the Family Outreach Worker will ensure that they receive the support services that are needed. Support services include transportation, child nutrition services, provisions of essential school items and referrals to district and community resources. Campus counselors and staff work collaboratively with program staff to remove barriers for students identified as at risk for attendance and academic status. This is an ongoing process, that is established at the initial program assessment. Student's first grading period will be reviews to determine additional need for 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.

Campuses provide incoming families with Student Residency Questionnaire (SRQ) during the secondary student enrollment period. Based on the responses on the SRQ, the documentation is submitted to the Program Coordinator's office for review and follow up by project staff to make final eligibility determination. The project secretary enters the student's homeless status in the PIEMS data base. Once eligibility is established the Family Outreach Worker will ensure that they receive the support services that are needed. Support services include transportation, child nutrition services, provisions of essential school items and referrals to district and community resources. Campus counselors and staff work collaboratively with program staff to remove barriers for students identified as at risk for attendance and academic status. The Program Coordinator's office maintains a point of contact at each campus to streamline communication. The point of contact, typically a professional school counselor, are informed and have access to student's academic and attendance data. The campus staff works closely with the Family Outreach Worker to identify attendance and academic patterns. The Family Outreach Worker follows up with students to meet their academic and attendance needs. Northside ISD offers services to homeless students that are offered to non-homeless students, including transportation services and educational services for which the student is eligible (e.g., before and after school programs; programs for students with limited English proficiency LEP/ESL/ELL], programs for gifted and talented students, special education, etc.).

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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. | Social Workers (full-time) | \$65,742 |
| 2. | Social Worker (part time) | \$32,871 |
| 3. | Family Outreach Worker (part time) | \$7,414 |
| 4. | Family Outreach Worker (part time) | \$8,000 |
| 5. | Tutoring | \$8,987 |

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:

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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