



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:

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 09/01/2021 to 08/31/2022

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

Texas City Independent School District

CDN 084906

Vendor ID 1746002392

ESC IV

DUNS 074194945

Address

1700 9th Ave. N

City

Texas City

ZIP

77590

Phone

4099160100

Primary Contact

Terri Burchfield

Email

tburchfield@tcisd.org

Phone

4099160116

Secondary Contact

Rita Baldwin

Email

rbaldwin@tcisd.org

Phone

4099160845

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

Dr. Melissa Duarte

Title

Supt.

Email

mduarte@tcisd.org

Phone

409-916-0101

Signature

Melissa Duarte

Date

6/8/2021

Grant Writer Name

Terri Burchfield

Signature

Terri Burchfield

Date

6/8/2021

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

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RFA/SAS #

701-21-114/293-22

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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 McKinney-Vento (M-V)/Unaccompanied Youth(UY) to ensure immediate enrollment, school stability, and equitable access to all available resources to meet academic standards.	Hire staff to assist with the case management of these 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 eligible services, legal rights and community resources. Communicate frequently w/parents.
Identify and remove barriers to ensure students have the means to attend school on a regular basis by eliminating transportation barriers, financial hardships and social emotional issues.	Provide school of origin transportation, supplies, and emergency clothing, hygiene 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 between school, family, and community.
Develop and ensure support systems and interventions are in place so the M-V/Unaccompanied Youth achieve grade level standards and achieve on state mandated 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. Also, counseling provided to prepare and improve college and career readiness including college selection, application and financial aid support info.

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.

Homeless Coordinator, case manager and campus staff will provide resources and work to improve attendance and academic outcomes for M-V/Unaccompanied Youth so they are: academically on grade level, promoted, graduate on time with their cohorts, prepared for post secondary endeavors.

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, progress towards STAAR/EOC expectations. Attendance will be monitored weekly and academic benchmarks will be monitored each reporting period. Additional data that will be reviewed and monitored includes: transcripts, 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, progress towards STAAR/EOC expectations. Weekly attendance monitoring and academic performance being monitored each reporting period will continue.

Third-Quarter Benchmark

Continued monitoring of attendance and academic benchmarks will include grades, CBAs, progress towards STAAR/EOC expectations. Weekly attendance monitoring and academic performance being monitored each reporting period will continue.

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 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 at the high school level. Campus counselors will work with homeless coordinator and case manager to determine students that are at risk of falling behind or not progressing successfully so interventions can be put in place immediately. This local and state data will refine, improve and strengthen the service 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 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)

Overcoming homelessness through education is key to ensure future success to McKinney-Vento students. Federal and state laws with the assistance from federal funding helps homeless students receive immediate enrollment, school of origin transportation, case management and academic support 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 with post secondary support and assistance. TCISD will work with previous school districts to calculate award and receive partial credit, as well as make necessary adjustments to student schedules, to permit the students to complete courses started elsewhere. Working in conjunction with the College of the Mainland, students will receive counseling to prepare and improve their readiness for college including college selection, application, financial aid assistance and campus supports. Teachers and staff will be trained by Homeless Coordinator since they have daily contact with students. Once trained, they will be equipped with the 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 trainings. Attendance is a major concern for homeless students. TCISD will remove any and all barriers to increase 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 visit and visits to shelters will improve relationships with parents 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 the 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 in 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 MV 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 of funds will allow district to hire staff to assist with case management, monitoring of attendance/grades, as well as, assist with the identification and enrollment of homeless students. Funds will assist with providing school of origin transportation. Also, funds will assist with providing clothing, hygiene items and school supplies to students if a natural disaster is declared or if families are impacted by COVID 19. 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 child's education. Frequent communication will be made with parents regarding academics, attendance, behavior and social/emotional issues. Home visits will be conducted to asses and evaluate needs of homeless students and families. D) TCISD will ensure homeless students receive immediate enrollment and are able to participate in all activities without delay. Additionally, coordinator and case manager will ensure students receive any and all special program services needed. MV/UY will receive the same opportunities afforded to other students. Homeless Coordinator collaborates with transportation to ensure students not only receive academics in their school of origin but are also able to participate in extra curricular activities. Dues and fees are waived as needed to prevent 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 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.

Mckinney-Vento students will receive school of origin 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 I coordinator as the ESSA grant is being written to ensure that funds are set aside to assist in meeting the needs of all homeless students. The amount of the set aside varies depending on the previous years enrollment of homeless students and the Title I funds utilized to meet the needs of these 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 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 receive training from coordinator on federal and state laws pertaining to homeless student, as well as signs of homelessness. If a staff member observes any of these 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 coordinator, case manager, truancy officer, coordinator of student services, and assistant principal. Enrollment assistance is offered as needed. D) Students eligible for Pre-K early childhood programs receive immediate enrollment. All families complete an SRQ and receive services as needed. A limited number of slots are reserved in district Headstart program for homeless students but if no slots are available; students are prioritized on the 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. Homeless coordinator attended the following trainings: National Association of for the Education of Homeless Children and Youth 10/1/20; The Texas Education Homeless Children and Youth Summit 9/15-17/20; Congressional McKinney-Vento Briefing 10/14/20; FASFA Training 101 10/22/20; TEHCY an McKinney-Vento 101 Webinar 1/21/21; CDC on School Homelessness and COVID 19 2/3/21; Case manager attended the TEHCY Supporting Seniors and Unaccompanied Youth Experiencing Homelessness with Post Secondary Plans Training 3/25/21 and is scheduled to attend The School House Connection Financial Aid Toolkit and FASFA Data and Learning from Reading High School Webinar on 6/1/21. Training evaluations are completed after all conferences, trainings 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.

Texas City ISD 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 established during the 2020-2021 school year in our Strategic Support Plan and helped the district immensely with being able to monitor student performance, provide resources and interventions as needed, and allowed for on-going communication to provide other program services.

District Federal Programs Director will meet with Principals for Plan overview and to select Campus Designees who will monitor students - late August
District Federal Programs Director will meet with Homeless Case Manager for Plan Overview and explain the student monitoring component - September
Case Manager in coordination with Homeless Coordinator will identify students to be monitored - September
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 - October
A Student Success Contract, written instructions for monitors, and a contact log will be initiated and utilized by the mentors for documentation purposes.
Students will be monitored each three weeks and information will be shared with the Principal and Homeless Coordinator and assess those who require additional resources, tutoring, counseling or academic advising.

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 on-going support for our students served under this grant.

District Federal Programs Director will meet with Principals for Plan overview and to select Campus Designees who will monitor students - late August
District Federal Programs Director will meet with Homeless Case Manager for Plan Overview and explain the student monitoring component - September
Case Manager in coordination with Homeless Coordinator will identify students to be monitored - September
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 - October
A Student Success Contract, written instructions for monitors, and a contact log will be initiated and utilized by the mentors for documentation purposes.
Students will be monitored each three weeks and information will be shared with the Principal and Homeless Coordinator and assess those who require additional resources, tutoring, counseling or CCMR/academic advising.

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 from the 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"/>
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.	Case Manager	\$34,880
2.	Tutorials	\$1,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Excess School of Origin	\$5,061
7.		
8.		
9.		
10.		

Supplies and Materials

11.	School supplies, hygiene, clothing, emergency groceries	\$8,019
12.		
13.		
14.		

Other Operating Costs

15.	Travel and Conferences	\$4,500
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
<input type="text"/>	
<input type="text"/>	
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