



2021-2022 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, June 8, 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

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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
McKinney-Vento Data Entry Clerk Identification and immediate enrollment of McKinney-Vento students.	Provide a data entry clerk to identify McKinney-Vento students through a systematic enrollment process that includes a Student Residence Questionnaire for all students. These students will be identified and enrolled immediately and the families will be contacted and provided with additional community resources to assist in their transitional living situation.
McKinney-Vento Counselor Students require additional support in educational, career, personal, and social development to help with school/life balance.	Provide a McKinney-Vento counselor who is trained in supporting the unique educational needs and life journey experienced by students living in transition. The MV counselor will work with students to identify strengths and also overcome hurdles in order to promote greater success in life.
Transportation Services School of Origin Transportation for homeless students.	Provide school of origin transportation to McKinney-Vento students, including excess miles due to their transitional living situation.

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.

The goal of this program is to provide greater identification and enrollment of McKinney-Vento students across Humble ISD, and to provide counseling/social services to students in order to better meet the needs of this vulnerable population. Based on the economic environment we are currently experiencing throughout our area, as well as the direct impact of the COVID-19 pandemic, we are requesting funding to support students experiencing homelessness through additional services provided in the schools and community. The summative goal for this project is to identify and provide services to 100% of homeless youth entering Humble ISD and increase overall success of homeless children in the 2021-2022 school year.

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

Data Collection Points/Measures of Success:
 Number of students identified as homeless by campus at beginning, middle, and end of year.
 Number of students requesting transportation to the school of origin and timeline for implementing services.
 Number of students/families referred to social services providers in the area
 Number of individual counseling sessions
 Number and list of college & career initiatives supported by the Counselor

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

At Mid-year, the homeless liaison will conduct a mid-year review of the grant through a joint meeting with all stakeholders including representation from the finance department, the transportation department, the two local homeless shelters, professional school counselors, and the Title I office for coordination of services. At Mid-year, bench marks will be checked, including identification results, attendance rates of homeless students, academic progress of homeless students, transportation routes in place, and other successes and best practices noted. This information will be used to determine if any changes or adjustments need to be made in order to improve outcomes.

Third-Quarter Benchmark

At the end of the third-quarter, the homeless liaison will conduct a review of the grant through a joint meeting with all stakeholders including representation from the finance department, the transportation department, the two local homeless shelters, professional school counselors, and the Title I office for coordination of services. Bench marks will be checked, including identification results, attendance rates of homeless students, academic progress of homeless students, transportation routes in place, and other successes and best practices noted. This information will be used to determine if any changes or adjustments need to be made in order to improve outcomes.

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.

For the evaluation, the Humble ISD Homeless Services Liaison will provide administrative oversight to the McKinney-Vento Data Entry Clerks and Counselors. The data collected via PEIMS coding and student tracking logs for counseling and other services will be shared at monthly progress meetings and non-formal check-ins for pressing issues as they arise. Issues may be addressed to determine the effectiveness of project strategies and adjustments made. A mid-year report will be compiled and shared within the district to ensure services are on track with goals and expenditures aligned with completed activities. A final progress report will be compiled and shared within the district to ensure services are on track with goals and expenditures aligned with completed activities. Humble ISD's systematic identification and prioritization of needs for homeless students provides data-points of information that are crucial to ensuring services are provided and the goals of this grant are met including:

1. Every student submitting a completed Student Residence Questionnaire. Provides an initial number of students identified as homeless at the start of each school year. If a student changes schools/moves residences within the district, the Student Residence Questionnaire must be updated and resubmitted. Provides additional number of students transitioning, changing campus, and tracked by the Homeless Services Office.
2. Students identified are immediately flagged in the student data management information system for tracking.
3. Students and their parents/guardians are provided their rights to homeless services; information regarding the Food Nutrition Department who are also notified to reach out to the student's family. This information is emailed to the parents/guardians along with additional support services contacts in the community.
4. Transportation services are alerted of students in need of transportation based on responses of parents/guardians on the Student Residence Questionnaire.

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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)

Humble ISD is committed to serving all students with superior academics and extracurricular activities, while providing the additional support services students may require. It is with this commitment that we submit this Texas Education for Homeless Children and Youth (TEHCY) Grant application to ensure the homeless population of students within our school district community has the additional support needed to equitable access and eliminate barriers. The allowable activities and use of funds specifically speaking to our program plan include identification, family notification, district and state data entry, local community resources referral, and counseling services to students experiencing homelessness.

The Homeless Education Team provides equitable access to all students. Strategies include identification followed by interventions related to educational, career, personal, and social development. By actively monitoring the success of this vulnerable population, we are able to quickly respond with interventions and services that will lead to greater life success.

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.

Local and state agencies that serve homeless children and unaccompanied youth are part of Humble ISD's Student Support Network. This network plays an important role in the ability to respond very quickly to the immediate needs of this vulnerable population, and to provide needed services directly and swiftly. Specifically, two local homeless shelters, Family Time, and Family Promise, provide exceptional housing support to families in need. Through close collaboration, students who move into the shelters are immediately identified in order to either enroll in our schools, or to continue at their school of origin. Our staff works to promote strong communication between our shelters, the homeless education office, and also the schools within the attendance zone of the shelters. This helps to minimize time out of the educational setting for students, and also helps to promote parent, family, and student involvement in the educational journey.

Through these collaborative efforts, we work to promote a supportive environment through wrap-around services for students and families in need. After identification, the grant funded data entry and counseling services include notification of rights, transportation assistance, FAFSA completion, academic and attendance monitoring and support, personal and social development, and community referrals.

Agency & Community Collaborators included, but are not limited to:

Humble Area Assistance Ministries

Family Time Crisis Counseling Center & Homeless Shelter

Family Promise of Lake Houston Homeless Shelter

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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.

Through collaboration between the Humble ISD Homeless Education Office, the district Transportation Department, and the Department of Special Programs, access to school of origin transportation is the greatest need identified in the preparation of Title 1 services to McKinney-Vento students. The district's Homeless Liaison approves the homeless funding needs, then the District Decision Making Committee approves all Title I activities which includes the homeless set-aside amount. The actual reservation for 2019-2020 was \$30,000 and the planned reservation for the 2020-2021 is \$30,000.

The McKinney-Vento Counselor completes professional development along with all other school counselors to stay abreast of trends, policies, and procedures. Campus-based school counselors are aware of the McKinney-Vento Counselor and liaison together to support students who they notice excessive absenteeism, and thus may refer students for a deeper delve into their home-life situation.

Each Title I campus can address additional needs of their homeless students during the campus improvement process. Based on the prior year's number of students receiving excess school of origin transportation it was determined that this is a beneficial use of Title 1 funds. The needs of all students' populations (homeless and non-homeless) are addressed within the Campus Improvement Plan. The needs of students may be addressed with regards to additional academic support or other services they may require at varying times throughout the school year.

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**)

Campus staff are trained in understanding the McKinney-Vento law, in order to better serve students while at the same time, approaching each individual with dignity and respect. Our McKinney-Vento students interact with their non-homeless peers throughout the day in class and social settings. However, they do have the benefit of having strategic staff members in their McKinney-Vento counselors, who are specially trained through TEHCY professional development in supporting the very unique needs of homeless students and unaccompanied youth. Staff is mindful to avoid terms like "homeless" when possible, and recognize with the students their unique transitional living experience, and provide direct referrals to our social worker as basic needs are identified. Private and personalized meetings are conducted through counseling sessions related to their educational, career, personal, and social development. This gives students the freedom and safety to talk about their unique needs without a larger audience who may not understand their story.

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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.

During the enrollment process, a Student Residency Questionnaire is filled out stating whether or not the student/unaccompanied youth are in a Stable or Transitional Living Situation. This is completed on every single student to help ensure that we are working to identify any individual who is currently experiencing a transitional situation. If the family or unaccompanied youth selects Transitional, the Student Residency Questionnaire is directed to the Homeless Education Office.

If a student/unaccompanied youth find themselves in a Transitional Living Situation any other time during the school year, a new Student Residency Questionnaire is completed with the Registrar or School Counselor and sent to the Homeless Education Office in order to be identified as McKinney-Vento eligible.

Additionally, when a student is moving within our school district and trying to enroll, it is important to recognize that their reason for moving may be due to loss of housing. For this reason, the family completes a new Student Residence Questionnaire so that we can better understand the nature of the move. In the event that it is due to loss of housing, we are able to work with the family on the option of continuing at the school of origin. Adding this identification process to the movement within our school district and the Student Support Community Network have helped us to better identify McKinney-Vento families so that services could be provided.

The district's Pre-K program meets with families, and families are able to include in their conversation/registration page if they are in a transitional living situation. The Pre-K team then reaches out to our office so that we can work with the family on resources including McKinney-Vento identificatio

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.

Humble ISD's Homeless Education Team is fortunate to have received extensive external training by the TEHCY team over the past few years. This helps to ensure that our team has current information on best practices for serving students and families living in transition.

Additionally, we provide internal training, and target the beginning of the school year to provide McKinney-Vento 101 training to Registrars, Counselors, and Administrators, Transportation Department. Because each audience is unique, training times vary. In this training we outline the definition of homelessness. We outline the method for identifying students and families. We discuss resources and services that are available to our families, and contact information for the Humble Homeless Education Office.

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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.

Attendance will be monitored every two weeks by our staff. A counselor will help identify which interventions would be helpful in their individual development. Our team can intervene quickly through transportation services as well as technology device support.

Schools work to assess academic levels and look for signs of struggle as well as exceptionality, will be provided to counseling staff every nine weeks. Registrars and counselors work to quickly receive and review records from the previous school in order to match services and bridge support. Assessment scores are shared every nine week so that teachers can gain a greater understanding of the student they are supporting.

A routine campus RTI development, allows tutoring and supplemental academic programs to be utilized on campus and within the community. Campus staff is being trained in Restorative Practices, so that when conflict and discipline become a concern, we use this as a teaching opportunity for empathy, and alternatives that we can implement next time. By having these district wide systems and practices, our community helps to support the whole child, no matter the age and campus.

McKinney-Vento students receive services alongside their non homeless peers throughout this educational journey. Counselors help teachers understand the barriers that homeless students face, and also work with them on inclusive language that does not target individuals with needs.

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.

Attendance will be monitored every two weeks by our staff. A counselor will help identify which interventions would be helpful in their individual development. Our team can intervene quickly through transportation services as well as technology device support.

A credit check will be done at the beginning of the school year that will reveal current cohort graduates, continuers and early graduates. Special attention will be given to address each as needed. Additionally, each McKinney Vento personal graduation plan will be checked for accuracy and any discrepancies will be reported to the school based counselor to ensure that students are on track for graduation. Grades will also be monitored every 9 weeks in order to review academic success of homeless students. By partnering with the campus counselor, conferences may be held with failing students in order to identify problems and create solutions in the event that credit recovery is needed.

The McKinney-Vento Counselor will meet with each senior during semester one to provide college admissions information, FAFSA help, scholarship information, credit recovery information, and other pertinent college and career information. Junior conferences will be held during the second semester to address their college and career readiness needs and see if they are currently on track to reaching their goals. Students who have special needs will be served by both our campuses as well as our local homeless education office. We will also partner with students in these unique circumstances in order to assist with transportation needs that may arise.

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10. Equitable Access and Participation

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

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

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Data Entry Clerks (2)	\$46,993
2.	Counselor (3)	\$138,562
3.		
4.		
5.		

Professional and Contracted Services

6.	Transportation services: Services provided by company outside of district, if needed.	\$200
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and materials	\$300
12.		
13.		
14.		

Other Operating Costs

15.	School of origin transportation	\$3,259
16.	Out-of-state travel for employees. For conferences mandatory by grant.	\$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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